DOCUMENT RESUME

ED 221 068 FL 013 302

TITLE	English as a Second Language Resource Manual, Volume I.
INSTITUTION	Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center.
SPONS AGENCY	Department of State, Washington, D.C.
PUB DATE	82
CONTRACT	1037-220050
NOTE	587p.; For related documents, see FL 013 303-305.
EDRS PRICE	MF03/PC24 Plus Postage.
DESCRIPTORS	Adult Education; Cultural Education; Curriculum Design; *English (Second Language); *Indochinese; Refugees; *Second Language Instruction

ABSTRACT

This compilation of instructional materials, activities, and curricula is based on materials developed in an intensive English as a second language (ESL) and cultural orientation program conducted in Indochinese refugee processing centers in Southeast Asia beginning in 1980. Students in the 14- to 20-week program ranged in age from 16 to 55 years. This volume begins with an overall outline for curriculum development, which describes how the implementing agencies jointly developed competency-based ESL curriculum guides for use throughout the region. Two curriculum guides cover different levels of English competency, the first a beginning level, and the second three more advanced levels. Both guides provide charts outlining learning activities for specific topics (such as classroom orientation) and competencies (such as self-introduction). The learning activities are categorized according to skill, such as listening and writing, and cultural notes are provided. The volume concludes with descriptions of a placement evaluation and an ESL proficiency test; the placement evaluation is appended. (JB)

****

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

****

ED221068

English as a Second Language Resource Manual

Volume I

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
CAL - SEARSC
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This volume is one in a series of four volumes that have brought together materials developed for use in the Intensive English as a Second Language and Cultural Orientation Program in Southeast Asia since 1980. The complete set includes:

English as a Second Language Resource Manual, Volumes I & II

Cultural Orientation Resource Manual, Volumes I & II

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CONTRIBUTING AGENCIES

Thailand

- The Consortium:
  - Save the Children Federation (SCF)
  - The Experiment in International Living (EIL)
  - World Education (WE)
- Pragmatics, International

Indonesia

- A consortium of:
  - Save the Children Federation (SCF)
  - The Experiment in International Living (EIL)

Hong Kong

- Lutheran Immigration and Refugee Service (LIRS)/ American Council for Nationalities Service (ACNS)

Philippines

- International Catholic Migration Commission (ICMC)

Southeast Asia

- Center for Applied Linguistics (CAL)
Southeast Asia Regional Service Center (SEARSC)
Manila, Philippines

1982

FL013302

For further information about this manual, contact:

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington D.C. 20007

(800) 424-3701
(202) 298-9292

ESL RESOURCE MANUAL

Volume I

Introduction 4

The ESL Curriculum Development Process 7

ESL Curriculum Guide: A-Level 15

ESL Curriculum Guide: B,C,D Levels 118

Assessment Instruments 301
    Placement Evaluation 302
    ESL Proficiency Test 303

Volume II

General Techniques
    Table of Contents
    Introduction
    General Techniques

Literacy Activities
    Table of Contents
    Introduction
    Literacy Activities

ESL Activities
    Table of Contents
    Introduction
    List of Competencies
    List of Spiraled Competencies
    ESL Activities

Bibliography

INTRODUCTION

INTRODUCTION TO THE ESL RESOURCE MANUAL

The Intensive ESL/CO Program

The ESL Resource Manual is a compilation of curricula, activities and materials that reflect the range and scope of the ESL work being done in the Intensive ESL and Cultural Orientation (IESL/CO) Program conducted in selected Indochinese refugee processing centers in Southeast Asia. The students in the 14 to 20-week long program are Indochinese refugees between the ages of 16 and 55 who will be resettling in the United States.

The IESL/CO Program began in October 1980 at camps in Hong Kong, the Philippines and Thailand. Another program site in Indonesia began classes in May 1981. The following are the locations of the current IESL/CO Program sites and implementing agencies:

Galang, Indonesia:	A consortium of: - Save the Children Federation - The Experiment in International Living
Bataan, Philippines:	International Catholic Migration Commission
Phanat Nikhom, Thailand:	The Consortium: - Save the Children Federation - The Experiment in International Living - World Education

Previous sites and implementing agencies have included: Ban Vinai, Thailand--The Consortium; Nong Khai, Thailand--Pragmatics, International; and Hong Kong--Lutheran Immigration and Refugee Service/American Council for Nationalities Service.

In addition to the camp programs, the Center for Applied Linguistics, Southeast Asia Regional Service Center, with its office in Manila, provides resources, services and coordination on a regional level for all the

Intensive Program sites in Southeast Asia. Regional meetings are held to facilitate inter-site exchange regarding program design, curricula, methods, materials and other issues related to the regional effort. Development in all areas is ongoing.

The primary goal of the Intensive Program is to assist U.S.-bound refugees in coping with life in their new country and to facilitate their achievement of self-sufficiency. To this end, students are placed in English as a Second Language classes of 20 according to their native language literacy and their ESL ability. Most of the teachers in the programs are host country nationals: Filipinos, Indonesians, and Thais. Qualified supervisory staffs of both Americans and host country nationals provide supervision and in-service training for the teachers.

The Materials in the Manual

The contents of the ESL Resource Manual are not intended as final statements. They represent the collective efforts of hundreds of people deeply involved in refugee education. Their work is still in progress.

What follows are brief descriptions of each of the sections contained within the manual.

The ESL Curriculum Development Process. This section describes how the implementing agencies jointly developed competency-based ESL curriculum guides for use throughout the region.

The ESL Curriculum Guide: A-Level; The ESL Curriculum Guide: B,C,D Levels. These two guides were jointly prepared by the implementing agencies in June, July, and August 1981. They were used as core guiding material for adaptation at all sites. They were not intended as final form, teacher-use material.

Assessment Instruments. Both the Placement Evaluation and the ESL Proficiency Test were developed by the Southeast Asia Regional Service Center. The purpose of the Placement Evaluation is to aid the programs in placing the students into homogeneous ESL classes based on the students' literacy skills and English language abilities. A description of the Placement Evaluation is included in this section, while a complete copy of it is to be found in the pocket in the front inside cover of Volume I. A description of the ESL Proficiency Test, which is being administered region-wide, is also included in this section.

General Techniques. A compilation of general ESL techniques found useful in the field.

Literacy Activities. A compilation of literacy activities for use in the field.

ESL Activities. The activities in this section, organized by competency and cross-referenced to the General Techniques, were written by teachers and teacher trainers in the field. They are credited by agency. The section is not all-inclusive, but rather it is intended to be representative of activities used in the field.

The *General Techniques*, *Literacy Activities* and *ESL Activities* sections are working sections, that is, users of the manual are encouraged to make additions, adaptations and deletions to suit their individual needs.

Bibliography. This is a bibliography of materials found useful in the IESL/CO Program.

Center for Applied Linguistics
Southeast Asia Regional Service Center
June 1982

ESL CURRICULUM DEVELOPMENT PROCESS

ESL CURRICULUM DEVELOPMENT
FOR THE
INTENSIVE ESL/CO PROGRAM
FOR INDOCHINESE REFUGEES IN SOUTHEAST ASIA

INTRODUCTION

Since November, 1980, the ESL staffs of the Intensive ESL and Cultural Orientation programs, in cooperation with ESL practitioners from the United States, have been developing a multi-level, competency-based ESL curriculum for use in their programs.

Building upon work begun in the U.S. in the late 70's (e.g., "The Oregon Minimal Competencies," the San Diego Community College District Curriculum), the regional ESL curriculum was developed starting with a list of topical areas considered essential for the survival of Indochinese refugees newly arrived in the United States. They include:

- CLASSROOM ORIENTATION
- CLOTHING
- HOUSING
- FOOD
- HEALTH
- TRANSPORTATION
- EMPLOYMENT
- POST OFFICE
- BANKING
- TRANSIT PROCESS FROM SOUTHEAST ASIA TO THE UNITED STATES

These topical areas were further broken down into competencies. A competency is defined, for the purposes of the ESL curriculum, as a survival skill requiring English language ability. Some examples of the ESL competencies are:

- CLASSROOM ORIENTATION: Find out English for unknowns; ask for clarification; follow simple directions.
- HOUSING: Describe housing needs; secure household repairs; report emergencies.
- HEALTH: Explain medical problems; get medical help; follow instructions about treatment.
- EMPLOYMENT: Describe work experience; locate possible jobs; give relevant information when applying for a job; follow instructions on the job.

As a means of including language that is cross-topical, the following "Master List" categories were selected:

- Locations outside a building
- Locations inside a building
- Oral directions
- Money
- Telling time
- Clarification

10

Form filling out
Personal identification
Telephone
Emergencies

At a series of meetings in June, July and August, 1981, ESL program representatives met and worked from a compilation of language curricula then in use in the ESL programs. Language for the four language skill areas -- speaking, listening, writing and reading -- was spelled out for each competency. Consensus was used as much as possible to determine which language items would be included. In many cases, consensus either could not be reached or was not truly possible, given that there is often more than one common and appropriate choice of language for any survival situation.

Adaptations and the choice of specific language items for classroom use were made at sites during the curriculum field-test period (from August, 1981, to February, 1982). Each site incorporated language from the Master List either into the body of the curriculum or through notes in the text which refer the teacher to the appropriate Master List. Each site's version of the curriculum is slightly different, though based on the Regional Guides.

Refinement and revision of the ESL curriculum is an ongoing, dynamic process. Current experimentation may lead to changes both to improve the usefulness of the curriculum and to respond to new program directions.

DEFINITION OF ESL LEVELS

Five entry levels were distinguished to facilitate communication and regional standardization. The CAL Placement Evaluation, which was developed for use in Southeast Asia, provided a common basis for making some of the distinctions between levels.

Level A (Preliterate):	Students from a society with no or relatively new, tradition of literacy, such as the Hmong. These students have little or no literacy skills, even in their own language, and score between 0-7 on the CAL Placement Evaluation.
Level A (Nonliterate):	Students from a society with a tradition of literacy, such as the Khmer or lowland Lao. Though there is literacy in the culture, such students have little or no literacy skills in their own language, and score between 0-7 on the CAL Placement Evaluation.
Level B :	Students who are literate in their native language(s), score between 0-7 on the CAL Placement Evaluation, and may be able to answer some basic information questions but have no systematic knowledge and/or use of the English language.

Level C : Students who are literate in their native language(s), score between 8-15 on the CAL Placement Evaluation, and have some conversational English ability, but little systematic knowledge and/or use of English.

Level D : Students who are literate in their native language(s), score between 16-24 on the CAL Placement Evaluation, and have some systematic knowledge and/or use of English.

Level E : Students who are literate in their native language(s), score 25 and above on the CAL Placement Evaluation, and have a systematic knowledge and/or use of English, but lack fluency.

Two regional curriculum guides were developed: one for A level students and the other for B level students with suggestions for expansion for C, D and E levels.

The following format was devised for the Regional Guides:

TOPIC: ______________________

COMPETENCY: ______________________ **NUMBER:** ______________

LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS

For each of the two language modes (spoken and written), the columns for the active skills (i.e., speaking and writing) precede the columns for passive skills (i.e., listening and reading). The intent was to reinforce for teachers the fact that all speaking items are also listening items, but that the reverse is not true; some listening items need not be taught for speaking purposes. It should also be noted that only a limited amount of reading and writing is included in the curriculum.

THE GUIDING PRINCIPLES

During the field-test period, several guiding principles for using this competency-based curriculum were identified and later expanded in teacher training sessions at all the sites.

FAMILIAR → UNFAMILIAR

1. Students should first learn the English for competencies that are already familiar to them (e.g., learn the language of employment first in connection with their past/present work experience). Only after that should students learn the English for competencies or situations in the U.S. that are unfamiliar to them (e.g., applying for a job in the United States).

INDIVIDUALIZE

2. Instruction should be individualized according to a student's background and/or ability. In other words, there is no need for a student, for general purposes, to learn the names of the past occupations of all his classmates. What he does need to learn is the name of his own past occupation, and how to describe his own skills and duties.

WHAT'S MINIMAL?

3. What is needed minimally to achieve a competency is different for different levels, and often even different within a level within a class. Teachers must be constantly assessing their students' ability to go beyond the minimum.

NEGATIVE RESPONSE, POSITIVE INFORMATION

4. When there is a negative response to a personal information question such as "Do you have a job?" positive information such as "No, but I'm looking," should be given by the students. This prevents "dead-end" conversations, conversations that do not seem to go anywhere.

FLEXIBILITY

5. Not everything has to be or should be fixed. There is room for additions and choices within the curriculum to ensure maximum flexibility. In other words, expansion within levels and between levels should be encouraged whenever it is appropriate. For example, it is not assumed that students must master all the language in

the B level curriculum before learning some of the language in the C-level curriculum. There are times when it is appropriate for some B level students to use C-level language, and times when it is not.

7 ± 2

6. Items -- language, structure, or vocabulary -- should not be overloaded. Between five and nine items (7±2) should be emphasized at any one time. The brain cannot handle more than that, and unsophisticated formal classroom learners may find even five items, if they are whole sentences or phrases, too much to handle.

USE REAL LANGUAGE, NOT CLASSROOM LANGUAGE

7. Attention should be paid to the difference between classroom language and "real" language, e.g., the difference between the full form of "What is your name? -- My name is Son Vaan" and the reduced form, which may be more realistic, "What's your name? -- Son Vaan." This distinction is important for both native and non-native speakers of English teaching in the programs.

DIAGNOSIS →
INTRODUCTION →
REVIEW → MASTERY

8. For all levels, but especially for the upper levels, it is important for the teacher to learn to diagnose how well the students know the material. This means checking whether the material is familiar before going into a possibly unnecessary formal introduction. Otherwise, an introduction is appropriate. Review of all teaching points occurs throughout the cycle; in other words, teaching points are spiralled. The point at which mastery can be expected should be determined. At the mastery stage, students are responsible for knowing the material, i.e., the new vocabulary, a new structure, or a new competency. Again, mastery cannot be expected the first time material is introduced. It is important to recycle the language.

ONE-SIDED FOR TWO-SIDED DIALOGUES?

9. Language in the curricula is divided into four main columns: SPEAKING, LISTENING, WRITING and READING. In some cases, there are double arrows (⟷) between the SPEAKING and the LISTENING columns. This indicates that the students need to learn to say both sides of the interchange.

COMPETENCY: Greet and be greeted

SPEAKING	LISTENING
⟵	⟶
How are you?	Fine, thanks.

For low level students, the teacher can use one-sided dialogues, in which the teacher or an aide takes the role of the speaker in the LISTENING COLUMN. For example, the students do not need to learn to produce the employer's language in the LISTENING column in a job interview situation, but they must learn to respond appropriately.

THE A-LEVEL CURRICULUM GUIDE

In order to address the special needs of the nonliterate adult Indochinese refugee students in the programs, a separate A-Level Regional Curriculum Guide was developed. The competencies as listed in the B/C/D-Level Curriculum to achieve those competencies were included. (The theory of a competency-based curriculum calls for listing the real needs of the students; however, the level of complexity and approach to those needs can differ given different educational starting points.)

The sequencing of competencies in the A-level also closely parallels the B/C/D-level sequence in order to facilitate coordination of the ESL and Cultural Orientation (CO) curricula, and to allow capable A-level students to be transferred into classes using the B/C/D-level curriculum.

The major differences between the two curricula are that the literacy skills required to achieve the competencies in the B/C/D-Level Guide were simplified, re-grouped, re-sequenced or at times omitted in the A-Level Guide. In order to organize and isolate the various literacy skills contained in the B/C/D-level curriculum, five literacy skills were selected.*

- NUMBERS
- LETTERS
- SURVIVAL SYMBOLS
- SIGHT WORDS
- FORM LANGUAGE

Specific literacy skills were then pulled from the entire A-Level Curriculum Guide and grouped in each of the appropriate five literacy skills areas. Each site was responsible for re-integrating those literacy skills into its own local version of the A-Level Guide.

Experience with both curricula over the last year has shown that the decision to develop a separate A-Level Curriculum was a wise one. Both curricula have undergone changes through use and experimentation. Just as the Southeast Asia curriculum developers were aided by work done in the U.S. with refugee populations, curricula developed in the U.S. in the 80's can now build upon the experience of the intensive programs in Southeast Asia.

---

* Pre-reading skills were excluded, primarily because at the time, preliterate students (those from a society with no tradition, or a new tradition of literacy, such as the Hmong) were located mainly in one site, not throughout the region; it was assumed that the target population for this A-level Guide would be nonliterate students who were already slightly familiar with the concepts of reading and writing.

ESL CURRICULUM GUIDE:

A-LEVEL

A-LEVEL COMPETENCIES

(CHUNKS 1-11, 15 ONLY; MASTER LISTS; B-LEVEL COMPETENCIES FOR CHUNKS 12-14, 16-19 ARE ASTERISKED)

CHUNK	TOPIC	COMPETENCY	COMPETENCY NUMBER
# 1	CLASSROOM ORIENTATION	Identify self (name, ID number, country of origin, language background)	1.1
		Introduce self	1.2
		Introduce others	1.3
		Greet and be greeted	1.4
		End conversation	1.5
		Express lack of understanding and ask for clarification	1.6
		Follow simple directions	1.7
		Find out English for unknowns	1.8
		Observe classroom etiquette	1.9
#2	CLOTHING	Describe clothing needs	2.1
#3	HOUSING	Describe housing needs, e.g. types of rooms, furniture major appliances	3.1
		Locate facilities within housing, e.g. fire escape, elevator	3.2
#4	FOOD	Describe food needs	4.1
		Describe food preferences	4.2
		Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price	4.3

#5	HEALTH	Explain medical problems, i.e., symptoms, illnesses, injuries	5.1
		Get medical help, e.g., in an emergency, for an appointment	5.2
#6	TRANSPORTATION	Locate means of transportation	6.1
		Locate a place	6.2
#7	EMPLOYMENT	Describe work experience	7.1
		Describe skills	7.2
		Describe education background	7.3
#8	FOOD	Locate food items	8.1
		Select food, i.e., price, quantity	8.2
		Pay for food, e.g., cash, change	8.3
		Locate places to buy food	8.4
#9	EMPLOYMENT	Recognize common entry-level jobs	9.1
		Indicate job preferences	9.2
#10	POST OFFICE	Address envelopes and packages	10.1
		Buy items in the post office	10.2
		Locate places to mail things	10.3
		Prepare a money order	10.4
#11	HEALTH	Follow instruction about treatment	11.1
		Follow instructions during exam	11.2
		Buy medicine (prescription and non-prescription)	11.3

#12	TRANSPORTATION	* Buy transportation services	12.1
		* Use transportation systems, e.g. by foot, on the bus, subway, train, plane	12.2
		* Handle emergencies	12.3
		* Give directions	12.4
#13	EMPLOYMENT	* Locate possible jobs, e.g. approach person at work site, convey a desire to work	13.1
		* Give relevant information when applying for a job	13.2
		* Get information about a job	13.3
#14	HOUSING	* Get information about rent	14.1
		* Secure household repairs	14.2
		* Report emergencies, e.g., fire, burglary	14.3
#15	CLOTHING	Locate clothing	15.1
		Select and pay for clothing, i.e., sizes, prices, color, style, fabric	15.2
		Locate places to buy clothing	15.3
#16	BANKING	* Cash a check or money order	16.1
		* Locate a bank	16.2
		* Buy a money order	16.3
#17	FOOD	* Order food, e.g. at a snack bar, restaurant, fast food place	17.1
		* Act appropriately as a guest/host	17.2

#18	EMPLOYMENT	* Follow instructions on the job	18.1
		* Report sickness, lateness, absence, mistakes	18.2
		* Converse with co-workers, e.g., about family, recreation, weather, traffic, news	18.3
#19	TRANSIT PROCESS FROM SEA TO US	* Handle emergencies, e.g., being lost, not being met, getting sick	19.1
		* Act appropriately on the plane	19.2

TOPIC NAME

COMPETENCY NAME

CHUNK NUMBER

COMPETENCY NUMBER

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (name)

LANGUAGE ITEMS (1-11, 15)

NUMBER: 1.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
My name is Pat Smith. (name) I'm Pat Smith. (name) Pat Smith. (name)	What's your name?	(PRINT OWN NAME)	(READ OWN NAME) NAME LAST FIRST			+ family or last name; given or first name + ordering or names in American English	
My (first) (last) name is (Pat) (first name) (Smith) (first name) Pat. (first name) Smith. (last name)	What's your (first) (last) name?						

A SINGLE BRACKET INDICATES ANY OR ALL CAN BE CHOSEN

{ } INDICATE OBILIGATORY STRUCTURE OR VOCABULARY

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (name)

NUMBER: 1.1 (p.1)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
My name is Pat Smith. (name) I'm Pat Smith. (name) Pat Smith. (name)	What's your name?	[PRINT OWN NAME]	[READ OWN NAME] NAME LAST FIRST			+ family or last name; given or first name + ordering or names in American English	
My {first / last} name is Pat. (first name) Smith. (first name) Pat. (first name) Smith. (last name)	What's your {first / last} name?						
{Here. / Present.}	Pat Smith. (name)						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self: name, ID number

NUMBER: 1.1 (p.2)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, it is. No. No, it isn't. No, it isn't. It's John. (name) No, it isn't My name is John. (name) No, it's John. (name) No my name is John. (name)	Is your name Pat? (name)			Be question			
[SPELL OWN NAME]	Please spell your name. Please spell that. Please spell it.						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (ID number)

NUMBER: 1.1 (p.3)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
My number is ________. (ID number) ________. (ID number)	What's your ________? (type of ID number)	[WRITE OWN ID NUMBER]	[READ OWN ID NUMBER] ________ (type of ID number)			+ concept of ID	

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self: country origin, language background

NUMBER: 1.1 (p.4)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm from Laos. (country) Laos. (country)	Where are you from?						
I speak Khmer. (language) Khmer. (language)	What language do you speak?			What...?			
Yes. Yes, I do. No. No, I don't. No, I don't. I speak Khmer. (language) No, I speak Khmer. (language)	Do you speak Lao? (language)			Do questions			

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Introduce self

NUMBER: 1.2

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	My name is Pat Smith. (name) My name's Pat Smith. (name) I'm Pat Smith. (name)						
Nice to meet you.							
My name is Jan Brown. (name) My name's Jan Brown. (name) I'm Jan Brown. (name)							
	Nice to meet you, too.						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Introduce others

NUMBER: 1.3

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Jan, this is (name) Pat. (name) Pat, this is (name) Jan. (name)						+ Names are important. + Shake hands firmly. + Eye contact is important + Use of names --first, last title--is important.	
	Nice to meet you, Pat. (name) Nice to meet you, too, Jan. (name)						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Greet and be greeted

NUMBER: 1.4

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Hello. Hi. Good morning. Good afternoon. Good evening.					Register--who you say what to. Times of the day for different greetings.	
Fine, thank you. Fine, thanks. OK.	How are you?						
And you?	Fine, thank you. Fine, thanks. OK.						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: End conversation

NUMBER: 1.5

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Good-bye. 'Bye. See you later this afternoon this evening tomorrow tonight Tuesday (day).						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Express lack of understanding and ask for clarification

NUMBER: 1.6

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I do. No. No, I don't. I don't understand.	Do you understand? Understand?					Yes-behavior	
Excuse me? Pardon me? Please say that again.							
How do you spell that? Please spell that							

45

44

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Follow simple directions

NUMBER: 1.7 (p.1)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: TIME))							
	Please stand up. Please sit down. Please go to the office. (place) Please come to the office. (place) Open your book. Close your book. Please come here. Please go there. Please ask Pat. (name) Please go to room 5. (no./letter)		[READ SYMBOL FOR NO SMOKING] NO SMOKING [READ ROOM NAMES, i.e., B. (letter) 5. (number)]				

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Follow simple directions

NUMBER: 1.7 (p.2)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Turn $\begin{Bmatrix}\text{off}\\\text{on}\end{Bmatrix}$ the lights. Please $\underset{\text{(action)}}{\underline{\text{write}}}$. Please don't $\underset{\text{(action)}}{\underline{\text{write}}}$. Let's take a break for $\underset{\text{(length of time)}}{\underline{\text{5 minutes}}}$. Take a break for $\underset{\text{(length of time)}}{\underline{\text{5 minutes}}}$. Let's take a break Take a break. Come at $\underset{\text{(time)}}{\underline{\text{8:30}}}$. Come back at $\underset{\text{(time)}}{\underline{\text{8:30}}}$. Come back in $\underset{\text{(length of time)}}{\underline{\text{5 minutes}}}$.						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Find out English for unknowns; observe classroom etiquette.

NUMBER: 1.8/1.9

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What's this? What's this in English?							
What's that? What's that in English?	It's X. X.						
Is this X. Is that X.	Yes. Yes, it is. No. No, it isn't. No, it isn't. It's Y. No, it's Y.						
1.9 Observe Classroom Etiquette.							
I'm sorry I'm late. I'm sorry. Sorry. Excuse me.			NO SMOKING [READ SYMBOL FOR NO SMOKING]				
Please excuse me for a few minutes. Please excuse me for a minute.							

TOPIC: CLOTHING

COMPETENCY: Describe clothing needs

NUMBER: 2.1 2

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I want a shirt. need (clothing) I would like 'd like a shirt. (clothing) A shirt. (clothing)	Can I help you? May I help you? What do you want need What would you like?						
I'd like a blue (color) shirt. (clothing) I want blue. (color) Blue. (color)	What color would you like? What color do you need?						

TOPIC: HOUSING

COMPETENCY: Describe housing needs., e.g., types of rooms, furniture, major appliances

NUMBER: 3.1 (p.1)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I {want / need} a house. (type of housing) I'm looking for a house. (type of housing)	What do you {want / need}? What are you looking for?					+ Describe types of housing.	
I {want / need} 5 (no.) rooms. (type of rooms) I'm looking for 5 rooms. (no.)(types of rooms) 5 rooms. (no.)(types of rooms)	How many rooms (types of rooms) do you {want / need}? How many rooms ? (types of rooms)						

TOPIC: HOUSING

COMPETENCY: Describe housing needs, e.g., types of rooms, furniture, major appliances

A

NUMBER: 3.1 (p.2)

LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I want need a sofa . (furniture) a stove . (appliances) A sofa. (furniture) A stove. (appliance)	What furniture appliances do you want ? need ? What furniture do appliances you want for need your house? (type of housing)					+ Describe major appliances that usually come with housing.	
Yes. Yes, I do. No. No, I don't. No, I don't. I need X. want X.	Do you want need a house ? (type of housing) a sofa ? (furniture) a stove ? (appliance)						

TOPIC: HOUSING

COMPETENCY: Locate facilities within housing, e.g., fire escape, elevator

NUMBER: 3.2

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS INSIDE A BUILDING))			FIRE ESCAPE EXIT ELEVATOR STAIRS				

TOPIC: FOOD

COMPETENCY: Describe food needs

NUMBER: 4.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'd like an apple, (food) please. I want an apple, (food) please. An apple, please. (food)	What would you like to eat? What would you like? What do you want to eat? What do you want?						
I want juice, (beverage) please. I'd like juice, (beverage) please. Juice, (beverage) please,	What would you like to drink? What would you like? What do you want to drink? What do you want?						
Yes, please. No, thank you.	Do you want an apple? (food) juice? (beverage)						

TOPIC: FOOD

COMPETENCY: Describe food preferences

NUMBER: 4.2 (p.1)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I like rice. (food) I like tea. (beverage) Rice. (food) Tea. (beverage)	What do you like? What do you like to eat? What do you like to drink?						

TOPIC: FOOD

COMPETENCY: Describe food preferences

NUMBER: 4.2 (p.2)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I do. No. No, I don't. No, I don't like chicken. (food) No, I don't like tea. (beverage) No, I don't eat chicken. (food) No, I don't drink tea. (beverage)	Do you like chicken? (food) Do you like tea? beverage Do you eat chicken. (food) Do you drink tea? (beverage)						

TOPIC: FOOD

COMPETENCY: Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price

A

NUMBER: 4.3 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much? How much is it? How much is this?	It's 99¢. (price) 99¢. (price)		[READ PRICES] [READ SYMBOLS FOR CURRENCY, e.g., $, ¢, ฿, HKD, R, ₱]				
How much? How much is it? How much are these?	They're 99¢. (total price) They're 35¢ each. (price) They're 3 (no.) for 99¢. (total price) 99¢. (total price) 35¢ each. (price) 3 (no.) for 99¢ (total price).						
Here's $4.67. (total) [S PAYS CORRECT AMOUNT]	That's $4.67. (total price) $4.67. (total price)						

TOPIC: HEALTH

COMPETENCY: Explain medical problems, i.e., symptoms, illnesses, injuries

A

NUMBER: 5.1

LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I feel sick. (adjective) I'm sick. (adjective)	How do you feel?						
My arm hurts. (part of body) I have a cold. (symptom)	What's wrong? What's the matter?						
Here. [S POINTS TO LOCATION OF PAIN]	Where does it hurt?						

TOPIC: HEALTH

COMPETENCY: Get medical help, e.g., in an emergency for an appointment

NUMBER: 5.2 (p.1)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LISTS: LOCATIONS INSIDE AND OUTSIDE A BUILDING AND ORAL DIRECTIONS))			EMERGENCY HOSPITAL X-RAY CLINIC				
I'm sick. I'm very sick. I need {a doctor / an ambulance}.	Can I help you?						
Yes. No.	Can you come on Tuesday at (day) 3:00? (time)						
Yes. Yes, I do. No. No, I don't.	Do you have an appointment?						

TOPIC: TRANSPORTATION

COMPETENCY: Locate means of transportation; locate a place

NUMBER: 6.1/6.2

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LISTS: LOCATIONS INSIDE AND OUTSIDE A BUILDING AND ORAL DIRECTIONS))			BUS STOP ENTRANCE EXIT IN OUT STREET ST. ROAD RD. AVENUE AVE. [READ BUS NUMBERS]				
((REFER TO MASTER LISTS: LOCATIONS INSIDE AND OUTSIDE A BUILDING AND ORAL DIRECTIONS))			[READ STREET SIGNS]				
Excuse me. Can you help me? I'm lost. Where's the school? (place)							

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.1)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes. I'm a teacher. (occupation) No. No, not yet.	Do you have a job? Are you working?					+ Any work experience (whether or not a salary or wage was earned) should be considered a job.	
I'm a student. (occupation)	What's your job? What's your occupation? What do you do?						
I study English. (duties)	What do you do?						

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.2)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I was a farmer (occupation) No.	Did you have a job in Laos? (country)						
I was a farmer. (occupation)	What did you do? What was your job? What was your occupation? What did you do in Laos? (country) What was your job in Laos? (country) What was your occupation in Laos? (country)	[WRITE OWN OCCUPATION]	OCCUPATION				
I was a farmer (occupation) for 4 (no.) {years months} For 4 (no.) {yea s months}	How long were you a farmer?						
I raised chickens. (duties)	What did you do? What did you do in Laos? (country)						

TOPIC: EMPLOYMENT

COMPETENCY: describe skills

NUMBER: 7.2

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I can cook. (skill) Cook. (skill)	What can you do?						
I can speak Lao. (language) Lao. (language)	What languages can you speak? What languages do you speak?						
Yes. Yes, I can. Yes, I do. No. No, I can't. No, I don't. No, I speak Khmer. (language) No, Khmer. (language)	Can you speak Lao? (language) So you speak Lao? (language)						

TOPIC: EMPLOYMENT

COMPETENCY: Describe educational background

NUMBER: 7.3

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
{Yes. Yes, I did.} {No, I studied English in a refugee center (place) No, I didn't.}	Did you go to school in Laos? (country)						
{I went to school for 6 (no.) {years / months}. I studied for 6 (no.) {years / months}. 6 (no.) {years / months}.}	{How long did you study? How long did you go to school?}						
{I studied in Vientiane, Laos (location) In Vientiane, Laos (location)}	{Where did you study? Where did you go to school?}						

TOPIC: FOOD

COMPETENCY: Locate food items

NUMBER: 8.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS INSIDE A BUILDING))			[READ LETTERS AND NUMBERS ON AISLE SIGNS]				
Excuse me, where $\left\{\begin{matrix}\text{is}\\\text{are}\end{matrix}\right\}$ $\underset{\text{(food)}}{\underline{\text{the fruit?}}}$	$\left\{\begin{matrix}\underset{\text{(No./Letter)}}{\underline{\text{2B}}}\\\underset{\text{(Letter)}}{\underline{\text{B}}}\\\underset{\text{(no.)}}{\underline{\text{2}}}\\\text{Aisle}\left\{\begin{matrix}\text{2B}\\\text{B}\\\text{2}\end{matrix}\right\}.\\\text{They're on aisle}\left\{\begin{matrix}\text{2B}\\\text{B}\\\text{2}\end{matrix}\right\}.\end{matrix}\right.$						

TOPIC: FOOD

COMPETENCY: Select food, i.e., price, quantity
Pay for food, e.g., cash, change

NUMBER: 8.2/8.3

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW SPEAKING AND LISTENING COLUMNS, 4.3 (p.1)))			[READ PRICES e.g., 99¢ 3 for 99¢ 3/99¢]				
I want 6 (no.) oranges. (food) I'd like 6 (no.) oranges. (food) Please give me 6 (no.) oranges. (food)	May I help you? Can I help you? Here you are.		[READ SYMBOLS FOR U.S. CURRENCY i.e., $, ¢] SALE				
8.3 Pay for food, e.g., cash, charge							
Here's $4.67. (total) [S PAYS CORRECT AMOUNT]	That's $4.67. (total price) $4.67. (total price)		[READ TOTAL]				

TOPIC: FOOD

COMPETENCY: Locate places to buy food

NUMBER: 8.4

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS OUTSIDE A BUILDING))							
	It's {open closed}. We're {open closed}.		OPEN CLOSED				

TOPIC: EMPLOYMENT

COMPETENCY: Recognize common entry-level jobs

NUMBER: 9.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
						+ The 10 most common entry-level jobs for refugees include: - restaurant worker (busboy, dishwasher) - electronics assembly worker - machinist - piece worker/assembly line worker - seamstress - custodian - packer/canner - fisherman/farmer - seasonal worker - clerical worker	

TOPIC: EMPLOYMENT

COMPETENCY: Indicate job preference

NUMBER: 9.2

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 7.1))							
I want to be a cook. (occupation) I want to build houses. (duties) Cook. (occupation) Build houses. (duties) I want to work in a factory. (place of employment)	What job do you want? What do you want to do?						

TOPIC: POST OFFICE

COMPETENCY: Address envelopes and packages; buy items in the post office; locate places to mail things A

NUMBER: 10.1/10.2/10.3

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
		[WRITE OWN REFUGEE CENTER ADDRESS] [WRITE U.S. ADDRESS, e.g., Ms. Pat Smith 70 Main St. Davis, Montana 86107] AIRMAIL				+ order of American addresses + position of address and return address on envelopes and packages	
10.2 Buy items in the Post Office							
I {need / want} 5 (no) 31¢ stamps (type of stamp) I {need / want} 5 (no.) postcards. (postal supplies) [illegible] erogrammes, ([illegible] postal supplies) [illegible] se.	{Can I help you? Yes.						
10.3 Locate places to mail things.							
((REFER TO MASTER LISTS: LOCATIONS OUTSIDE A BUILDING AND ORAL DIRECTIONS))				U.S. MAIL POST OFFICE			

TOPIC: POST OFFICE

COMPETENCY: Prepare a money order

NUMBER: 10.4

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
It's to Pat Smith. (name) It's for Pat Smith. (name) Pat Smith. (name)	Who's it to? Who's it for?						
It's for $50. (amount of money) $50. (amount of money)	How much is it for? How much?						
	Sign here.	[SIGN OWN NAME]	FROM ____ SIGNATURE				
	Put the date here. Write the date here.	[WRITE DAY'S DATE]	DATE				
	Put the amount here. Write the amount here.	[WRITE AMOUNT]	AMOUNT				
	Put the name here. Write the name here.	[WRITE PAYEE'S NAME]	TO ____ PAYEE				

TOPIC: HEALTH

COMPETENCY: Follow instructions about treatment

NUMBER: 11.1 (p.1)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Take 3 . (No.) aspirin. (type of medicine) Take 3 . (no.)						
	Take 3 (no.) teaspoons. (unit of measurement) Take 3 . (no.) teaspoons (unit of measurement) a day 3 times a day. (no.)						
	Take it before after meals. Take it before after eating. Take it at bedtime.						

TOPIC: HEALTH

COMPETENCY: Follow instructions about treatment;
follow instructions during exam

A

NUMBER: 11.1 (p.2)/11.2

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Take it for 2 days. (time period)						
	You should stay in bed. (activity) Stay in bed. (activity) You shouldn't smoke. (activity) Don't smoke. (activity)						
11.2 Follow instructions during exam							
	((T GIVES COMMANDS (and demonstrates) AND Ss RESPOND APPROPRIATELY e.g., Open your mouth. Say aaah. Take off your shirt. Breathe in. Hold your breath.))						

TOPIC: HEALTH

COMPETENCY: Buy medicine (prescription and non-prescription)

NUMBER: 11.3

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFLR TO MASTER LISTS: LOCATIONS OUTSIDE A BUILDING AND ORAL DIRECTIONS))			DRUGSTORE PHARMACY				
((REFER TO MASTER LISTS: LOCATIONS INSIDE A BUILDING AND ORAL DIRECTIONS))			PRESCRIPTION PHARMACIST				
[S HANDS OVER PRESCRIPTION]	OK. Please wait. OK. Come back in 30 minutes, (period of time) please.						
I'd like some aspirin. (type of Med.) I want some aspirin. (type of Med.)	That's $2.99. (price)						

TOPIC: TRANSPORTATION

COMPETENCY: Buy transportation services

NUMBER: 12.1 (p.1)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Excuse me, do you have change? Excuse me, do you have change for a five-dollar (bill) bill?	Yes, I do. Here. I'm sorry. I don't.			TICKETS	Do-question		
Transfer, please.	May I help you? Can I help you?						

TOPIC: TRANSPORTATION

COMPETENCY: Buy transportation services

NUMBER: 12.1 (p.2)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I need 2 (no.) one-way tickets to Boston. (location) I need 2 (no.) round-trip tickets to Boston. (location) I need 3 (no.) tickets. I need 1 (no.) adult and 2 (no.) children.	May I help you? Can I help you?			Need + NOUN			
How much is a ticket? How much is a ticket to Boston? (location)	It's $38.75. (price) $38.75. (price)			How much...?			

TOPIC: TRANSPORTATION

COMPETENCY: Use transportation systems (e.g., by foot, on the bus, subway, train, plane)

B

NUMBER: 12.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Where does this bus (means of transportation) go?	New York. (location) It goes to New York. (location)		EXIT	Where...?			
Does this bus (means of transportation) go to Chicago? (location)	Yes. Yes, it does. No, it doesn't. It goes St. Louis. (location) No. It goes to St. Louis. (location)			Do question			

TOPIC: TRANSPORTATION

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane B

NUMBER: 12.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What time does the bus (means) leave? When does the bus (means) leave?	It leaves at 8:00. (time) It leaves on Tuesday. (day) 8:00. (time) Tuesday. (day)		[READ FLIGHT NO., BUS NO., TRAIN NO.]	What time..? When...?			
What time does it arrive? When does it arrive? What time does it arrive in Denver? (location) When does it arrive in Denver? (location)	It arrives at 9:40. (time) 9:40. (time)		A.M. P.M.	What time...? When...?			103

TOPIC: TRANSPORTATION

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

B

NUMBER: 12.2 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What gate does the train (means) leave from?	It leaves from Gate 9. (no.) Gate 9. (no.) 9. (no.)		GATE [READ GATE NO.]	What...?			
Where do I transfer? Where do I get off?	Transfer here. Transfer at Pine St. (location) Get off here. Get off at Pine St. (location) Get off at the next stop.			Where...?			
I need a transfer. Transfer, please.	Here. Here you are.						
			WALK DON'T WALK				

TOPIC: TRANSPORTATION

COMPETENCY: Handle emergencies

NUMBER: 12.3 (p.1)

B

((TELEPHONE POSSIBLE=T))

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
{I'm lost. I'm lost. Please help me.	Where are you going?		INFORMATION POLICE				
(T) Please call {a doctor an ambulance} I need {a doctor an ambulance}							
I'm sick ______. (state of being)	Do you want me to call {a doctor an ambulance} ? Should I call {a doctor an ambulance} ?			Be + ADJECTIVE			
(T) Help! Police! There's an accident. accident!				Exclamations			

TOPIC: TRANSPORTATION

COMPETENCY: Handle emergencies

NUMBER: 12.3 (p.2)

B

LANGUAGE AREAS

((T=TELEPHONE POSSIBLE))

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I'm sick. (state of being) No. No, thanks. No, I'm OK.	Do you need help?						
(T) [STATE OWN NAME AND ADDRESS]	What's your name and address?						
(T) [STATE LOCATION]	Where did it happen? Where are you?						

TOPIC: TRANSPORTATION

COMPETENCY: Give directions

NUMBER: 12.4

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: ORAL DIRECTIONS))							

TOPIC: EMPLOYMENT

COMPETENCY: Locate possible jobs, e.g., approach person at work site, convey desire to work

B

NUMBER: 13.1

LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm looking for work. I'm looking for a job. I want a job I want work. I'm looking for a job as a cook. (occupation) I'm looking for work as a cook. (occupation) I want a job as a cook. (occupation) I want work as a cook. (occupation) I'm looking for full-time work. (type of work)	What kind of job are you looking for? What kind of work are you looking for? What kind of job do you want? What kind of work do you want?		HELP WANTED				
Where do you work?	I work at Bell's Bakery. (place of employment) Bell's Bakery. (place of employment)					Ask friends where they work	

TOPIC: EMPLOYMENT

COMPETENCY: Give relevant information when applying for a job

NUMBER: 13.2 (p.1)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 7.1, 7.2, 7.3, 1.1))		((REVIEW WRITING AND READING COLUMNS 1.1, 7.1, 7.2, 7.3, 9.2//SEE MASTER LIST: FORM FILLING OUT))					
[SPELL OWN NAME]	How do you spell your name? Please spell your name.						
Yes. Yes, my number is ______ (no.) No, not yet. No, but here's my I-94 . (type of ID) No, but I have an I-94. (type of ID)							

TOPIC: EMPLOYMENT

COMPETENCY: Give relevant information when applying for a job.

NUMBER: 13.2 (p.2)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, here's my ID. Yes, here's my I-94. (type of ID) Yes, I can work. Here's my ID.	Do you have permission to work? Are you allowed to work?						
It's ____. (no.) ____. (no.) I don't have a social security number yet. I have an I-94. (type of ID) I don't have one yet. I have an I-94. (type of ID)	What's your social security number?			Do negation.			
I speak a little.	Do you speak English? How's your English?						

122

123

TOPIC: EMPLOYMENT

COMPETENCY: Give relevant information when applying for a job

NUMBER: 13.2(p.3)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I can. No. No, but I can work afternoons. (time of day) No, but I can work 3 (time) to 11 (time). No, but I can work the day (type of shift) shift.	Can you work mornings? (time of day) Can you work from 8 (time) to 5 (time). Can you work the evening (type of shift) shift?			Can modal			
I can start on Tuesday. (day) I can start on the 21st. (date) I can start tomorrow (time exp.) Tuesday (day) The 21st (date) Tomorrow. (time expression)	When can you begin? When can you start?			When...? Can modal			

TOPIC: EMPLOYMENT

COMPETENCY: Give relevant information when applying for a job

NUMBER: 13.2 (p.4)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I can. No. No, but I can start on Tuesday. (day) No, but I can start on the 21st. (date) No, but I can start next month. (time expression)	Can you start on Monday? (day) Can you start on the 21st ? (date) Can you start next week ? (time expression)			Can modal			

TOPIC: EMPLOYMENT

COMPETENCY: Get information about a job

NUMBER: 13.3 (p.1)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is the salary? How much is the pay? What's the pay?	(It's)$\_\_\_\_\_\_ (money) per hour (It's)$______ (money) an hour. (It's)$\_\_\_\_\_\_ (money) per day (It's)$______ (money) a day. (It's)$\_\_\_\_\_\_ (money) per month. (It's)$______ (money) a year. (It's)$\_\_\_\_\_\_ (money) a month. (It's)$______ (money) per year.						

TOPIC: EMPLOYMENT

COMPETENCY: Get information about a job

NUMBER: 13.3 (p.2)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What are the hours?	From 8 (time) to 5. (time) 8 (time) to 5. (time)				What...?		
	You start on Monday. (day) You start on the 10th. (date)						

TOPIC: HOUSING

COMPETENCY: Get information about rent

NUMBER: 14.1

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is the rent? What's the rent?	It's $300 (price) per month. (length of time) It's $300 (price) a month. (length of time) $300 (price) per month. (length of time) $300 (price a month. (length of time)			FOR RENT ______/MO. (price)			

TOPIC: HOUSING

COMPETENCY: Secure household repairs

NUMBER: 14.2 (p.1)

B

LANGUAGE AREAS

((T=TELEPHONE POSSIBLE))

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
(T) May I speak to the landlord? May I speak to the manager? May I speak to the superintendent?	Speaking. Just a moment, please. Sorry. S/he's not here.			May...?			
My roof (problem). My shower (problem) leaks. My stove (problem) doesn't work. My plumbing (problem) is broken. I don't have electricity. (problem (missing))							
Can you fix it? Can you fix it today?	Yes. No. No, not today.			Can modal			

TOPIC: HOUSING

COMPETENCY: Secure household repairs

NUMBER: 14.2 (p.2)

B

LANGUAGE AREAS

((T=TELEPHONE POSSIBLE))

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
When? When can you fix it?	I can fix it at 3:00. (time) I can fix it on Saturday. (day) At 3:00 (time) On Tuesday. (day)			When...?			

TOPIC: HOUSING

COMPETENCY: Report emergencies, e.g., fire, burglary

NUMBER: 14.3

B

((T=TELEPHONE POSSIBLE))

				LANGUAGE AREAS			
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 12.3))							
(T) Help! {Fire! There's a fire!} {Robber! Thief! There's a robber! There's a thief!} Police!				Exclamations			
{My address is 48 Ash St. (address) 48 Ash St. (address)}	{What's the address? What's your address?}						

TOPIC: CLOTHING

COMPETENCY: Locate clothing

NUMBER: 15.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS OUTSIDE A BUILDING))			[READ FLOOR NOS. ON SIGNS]				
			ELEVATOR EXIT SALE UP DOWN STAIRS				

TOPIC: CLOTHING

COMPETENCY: Select and pay for clothing, i.e., size, price, color

NUMBER: 15.2 (p.1)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much? How much is it? How much is this?	It's $17.95. (price) $17.95. (price)		[READ PRICES] SALE				
How much? How much is it? How much are they?	They're $17.95. (price) $17.95. (price)						
What size is it? What size are they? What size?	Small. Medium. Large. 12. (size no.)						

TOPIC: CLOTHING

COMPETENCY: Select and pay for clothing, i.e., sizes, price, color

NUMBER: 15.2 (p.2)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Small. Medium Large. 12 (size no.) I want a small medium large 12 (size no.) I need a small medium large 12 (size no.)	What size do you want? What size do you need? What size?						

TOPIC: CLOTHING

COMPETENCY: Select and pay for clothing, i.e., sizes, price, color

NUMBER: 15.2 (p.3)

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I need a blue shirt. (color, clothing) I want a blue shirt. (color, clothing)	May I help you? Can I help you?						
May I try it on? May I try them on? Can I try it on? Can I try them on?	Yes. Yes, here's the dressing room. No.						
Here's $5.00 (amount of money) [S PAYS AMOUNT OF MONEY]	That's $4.40, $4.50 $4.75, $5.00. (counting change)						

TOPIC: CLOTHING

COMPETENCY: Locate places to buy clothing

NUMBER: 15.3

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LISTS: LOCATIONS OUTSIDE A BUILDING AND ORAL DIRECTIONS))							
	It's {open closed}. We're {open closed}.		OPEN CLOSED				

TOPIC: BANKING

COMPETENCY: Cash a check or money order

NUMBER: 16.1

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Here. Here's my ______. (type of ID)	May I see your ID?		BANK OPEN CLOSED				
Yes. Yes, I have a driver's license. (type of ID) No, sorry. I don't	Do you have any identification?						
I'd like to cash a check. I'd like to cash a money order. I'd like to cash my paycheck. I want to cash a check. I want to cash my paycheck.	Can I help you? May I help you?			I'd like want + INFINITIVE			
	Please sign here. Please sign it.	[SIGN OWN NAME]					

TOPIC: BANKING

COMPETENCY: Locate a bank; buy a money order

NUMBER: 16.2/16.3

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((SEE MASTER LISTS: LOCATIONS OUTSIDE A BUILDING AND ORAL DIRECTIONS))							
Competency 16.3 Buy a money order.							
((REVIEW 10.2: Buy items in the post office.)) ((REVIEW 10.5: Prepare a money order.))							

TOPIC: FOOD

COMPETENCY: Order food, e.g., at a snack bar, restaurant, fast food place

NUMBER: 17.1 (p.1)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I want a hamburger. (food) / orange juice. (beverage) Yes, I'd like a hamburger. (food) / orange juice. (beverage) No, just a minute please. No, not yet.	May I help you? Can I help you?		[READ FOODS AND BEVERAGES ON A MENU] [READ PRICES ON A MENU]	'd like + / want NOUN			
A salad, please. (food) Iced tea, please. (beverage)	What would you like? What would you like to eat / to drink / for dessert ? What do you want? What do you want to eat / to drink / for dessert ?						

TOPIC: FOOD

COMPETENCY: Order food e.g., at a snack bar, restaurant, fast food place

NUMBER: 17.1 (p.2)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
No, thanks. Yes, I'd like (ice-cream) (food) (coffee.) (beverage) Yes, I want (ice-cream) (food) (coffee,) (beverage) please.	Anything else? Would you like anything else? Will there be anything else?			'd like + want NOUN			
May I have the check, please? Check, please.	Just a moment.		[READ TOTAL AND ITEM PRICES ON A CHECK]				

156

157

TOPIC: FOOD

COMPETENCY: Act appropriately as a guest/host

NUMBER: 17.2

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Can you come for dinner? (meal) Please come for dinner. (meal) ↔	Yes, thank you. Thank you. No, I'm sorry. No, I'm sorry. I can't. I'm sorry. I can't.						
Please come in. Please sit down. ↔	Thanks.			Commands			
Would you like cake? (food) Would you like tea? ___? (beverage) ↔	Yes, please. No, thanks.			Would question			
Thank you. ↔	This is delicious. This is very good.			This is + ADJ			

153

150

TOPIC: EMPLOYMENT

COMPETENCY: Follow instructions on the job

NUMBER: 18.1

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 1.7, 1.9))							
	((T GIVES POSITIVE AND NEGATIVE COMMANDS WHICH Ss RESPOND TO PHYSICALLY))			Commands		How instructions are given is determined by the kind of job. To prepare Ss for entry-level jobs, Ts should give oral directions at the same time they demonstrate.	
	Please ________. (activity)						
			[READ SIGNS ON THE JOB]				

TOPIC: EMPLOYMENT

COMPETENCY: Report sickness, lateness, absence, mistakes

NUMBER: 18.2 (p.1)

B

((T=TELEPHONE))

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
(T) May I speak to Mr. Jones? (supervisor's) (name)	Speaking. Just a moment.			May question		+ valid excuses + calling ahead of time if sick. + asking ahead of time if appointment.	
(T) I'm going to be late. I'll be in at 11:30. (time) I'm going to be late. I'm sick. I can't come to work. I'll be in on Thursday. (day)				can going to - future			
(T) Please tell him... Please tell her...	Sorry, s/he's not here.						
I'm sick. Can I go home? (place) I'm sick. May I go home? (place)	What's the matter?						

TOPIC: EMPLOYMENT

COMPETENCY: Report sickness, lateness, absence, mistakes

NUMBER: 18.2 (p.2)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I have a doctor's appointment on Tuesday at (day) 3:00. (hour)				Have + noun			
I'm sorry I'm late.							
I think I made a mistake.							

TOPIC: EMPLOYMENT

COMPETENCY: Converse with co-workers, e.g., about family, recreation, weather, traffic, news

B

NUMBER: 18.3 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
She (pronoun) is a teacher. (occupation) She (pronoun) teaches. (duties) My sister (relative) is a teacher. (occupation My sister (relative) teaches. (duties)	What does your sister (relative) do?			PRONOUNS			
I'm going to play cards. (activity) Play cards. (activity)	What are you going to do this weekend? What are you going to do tonight? What are you going to do tomorrow? What are you going to do Saturday? (day)			going to - future			
Great, thanks. (adj.)	How was your weekend?			How...? PAST TENSE			

TOPIC: EMPLOYMENT

COMPETENCY: Converse with co-workers, e.g., about family, recreation, the weather, traffic, news.

NUMBER: 18.3 (p.2)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I played football. (activity) Played football. (activity)	What did you do this weekend? What did you do last weekend?			What...? PAST TENSE			
Yes. Yes, I do. No. No, but I like to hike. (activity) No, I don't.	Do you like swimming? (activity)			Do...?			
Yes!	Isn't the weather awful? (adj.)						

TOPIC: TRANSIT PROCESS FROM SEA TO US

COMPETENCY: Handle emergencies, e.g., being lost, not being met, getting sick

NUMBER: 19.1 (p.1)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm lost. I'm lost. Please help me. Excuse me, I'm los	Where are you going?		INFORMATION POLICE				
Can you help me make a telephone call? Can you help me call my sponsor?				Can model			
My sponsor's name is Jane Johnson. (name) His/Her name is Pat Smith. (name) Pat Smith. (name)	Who's your sponsor?						
His/Her phone number is 392-4000. (no.) It's 392-4000. (no.) 392-4000. (no.)	What's his/her phone number?						

TOPIC: TRANSIT PROCESS FROM SEA TO U.S.

COMPETENCY: Handle emergencies

NUMBER: 19.1 (p.2)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
S/he lives in Boston. (place) S/he lives at 48 Ash St. (address)	Where does s/he live?						
I'm going to St. Louis, Missouri. (city, state) St. Louis, Missouri. (city, state)	Where are you going?						
My flight's 713 (no.). It's 713 (no.). 713 (no.).	What's your flight number?						
My gate's 2B (no.). It's 2B. (no.) 2B (no.).	What's your gate number?		GATE [READ GATE NUMBER]				

TOPIC: TRANSIT PROCESS FROM SEA TO US

COMPETENCY: Handle emergencies

NUMBER: 19.1 (p.3)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm leaving at 3:00 . (time) I'm leaving on Tuesday. (day)	When are you leaving?						
Can you help me? Excuse me....	Sure, what's the problem?			Can....?			
Where is Gate No. 10 ? (no.)	((REFER TO MASTER LISTS: LOCATIONS INSIDE A BUILDING AND ORAL DIRECTIONS))			Where....?			

TOPIC: TRANSIT PROCESS FROM SEA TO US

COMPETENCY: Act appropriately on the plane

NUMBER: 19.2

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	No smoking. Fasten your seat belt. Show me your ticket.		[READ SIGNS ON THE AIRCRAFT, i.e., No smoking, Fasten seat belt]	Commands			
Coffee, please. (beverage)	What would you like to drink?						
Yes, please No, thank you.	Coffee? (beverage)						
Where's the toiiet? Where's the restroom?	((REFER TO MASTER LISTS: LOCATIONS INSIDE A BUILDING AND ORAL DIRECTIONS))			Where...?			
I'm sick. I feel sick.						+ airsick bag	

MASTER LIST

TOPIC: MASTER LIST: PERSONAL IDENTIFICATION

COMPETENCY: ____________

NUMBER: p.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
My name is Jan Brown. (name) I'm Jan Brown. (name) Jan Brown. (name)	What's your name? Name?	[PRINT OWN NAME]	[READ OWN NAME]				
My {first / last} name is ________. (name) ________. (first name) ________. (last name)	What's your {first / last} name?						
Yes. Yes, it is. Yes, I am. No. No, it isn't. My name is ________. (name) No, it isn't. It's ________ (name) No, I'm not. I'm ________. (name)	Is your name ________? (name) Are you ________? (name)						

TOPIC: MASTER LIST: PERSONAL IDENTIFICATION

COMPETENCY: ____

NUMBER: p. 2

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MAT
[SPELL OWN NAME]	Please spell your name. Please spell that. Please spell it.						
My number is ____ (no.). ____ (no.).	What's your ____ (type of ID) number?		[READ OWN ID ID NUMBER]				
I'm from ____ (country). ____ (country).	Where are you from?						
I'm ____ (no. of years).	How old are you?						
Yes. Yes, I am. No. No, I'm not.	Are you married? Are you single?						
I speak ____ (lang.). ____ (lang.).	What language do you speak?						

TOPIC: MASTER LIST: PERSONAL IDENTIFICATION

COMPETENCY: ______________________

NUMBER: p.3

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I do. No. No, I don't. No, I don't. I speak ______ (lang.). No, I speak ______ (lang.).	Do you speak ______ (lang.)?						
My address is ______ (address). ______ (address).	What's your address? Where do you live?						
I live at ______ (address). ______ (address). I live in ______ (location). I live on ______ (street) I live at ______ (street).	Where do you live?						

TOPIC: MASTER LIST: PERSONAL IDENTIFICATION

COMPETENCY: ____________________

NUMBER: P.4

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I was born in ____________. (location ____________. (location)	Where were you born?						
I'm ____________. (occupation)	What's your job? What's your occupation? What do you do?						

TOPIC: LITERACY SKILLS AREA: FORM LANGUAGE

COMPETENCY: ____________

NUMBER: p.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Pat Smith. (name)	What's your name? Name?	[PRINT OWN NAME]	NAME				
My {first / last} name is ________. (name) ________. (first name) ________. (last name)	What's your {first / last} name? First name? Last name?	[PRINT OWN FIRST, LAST NAME]	FIRST LAST				
	Sign here. (See 10.4)	[SIGN OWN NAME]	SIGNATURE X________				
It's ________. (number) ________. (number)	What's your ID number?	[WRITE OWN ID NUMBER]	________ (type of ID) NUMBER.				
I'm from Laos. (country) Laos. (country)	Where are you from? What country are from? Country?	[PRINT NAME OF OWN COUNTRY]	COUNTRY				
I'm 29. (No. of Years) 29. (No. of Years)	How old are you? What's your age? Age?	[WRITE OWN AGE]	AGE				

. **TOPIC:** LITERACY SKILLS AREA: FORM LANGUAGE

COMPETENCY: ____________________

NUMBER: p.2

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
It's January 27, 1952 . (month day year) January 27, 1952 (month day year)	What's your birthdate? What's your date of birth? Birthdate? Date of birth?	[WRITE OWN BIRTHDATE NUMERICALLY]	BIRTHDATE DATE OF BIRTH				
I'm single (MARITAL STATUS) Single (MARITAL STATUS)	What's your marital status? Married? Single?	[INDICATE OWN MARITAL STATUS BY CIRCLING, CHECKING, CROSSING OUT, OR UNDERLINING]	MARITAL STATUS MARRIED SINGLE SEPARATED WIDOWED				
It's 314 Pine St. (ADDRESS) 314 Pine St. (ADDRESS)	What's your address? Where do you live? Address?	[PRINT OWN ADDRESS]	ADDRESS				

TOPIC: LITERACY SKILLS AREA: FORM LANGUAGE

COMPETENCY:

NUMBER: p.3.

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
		[INDICATE OWN TITLE BY CIRCLING, CHECKING, CROSSING OUT, OR UNDERLINING.]	MISS MRS. MR. MS. CIRCLE CHECK				

TOPIC: LITERACY SKILLS: FORM LANGUAGE

COMPETENCY: ____________________

NUMBER: p.4

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
		[INDICATE OWN SEX BY CIRCLING, CHECKING, CROSSING OUT, OR UNDERLINING, OR BY PRINTING M OR F]	SEX MALE FEMALE M F				
I'm a busboy (occupation). Busboy (occupation).	What's your occupation? What do you do? Occupation?	[PRINT NAME OF OWN OCCUPATION]	OCCUPATION				
		AIRMAIL((SEE 10.1))					
((See 10.4))	Put the date here. Write the date here.	[WRITE DAY'S DATE]	DATE				
	Put the amount here. Write the amount here.	[WRITE AMOUNT]	AMOUNT				
	Put the name here. Write the name here.	[PRINT PAYEE'S NAME]	TO ________ PAYEE				

TOPIC: MASTER LIST: FORM FILLING OUT (ORAL)
((SEE LITERACY SKILLS AREA: FORM LANGUAGE))

COMPETENCY: ____________________

NUMBER: p.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
[SPELL OWN NAME]	Please, how do you spell your name? Can you spell that? Spell it.						
I speak Lao. (lang.) Lao. (Language)	What language do you speak? Language?						
It's Vientiane, Laos. (place) Vientiane, Laos (place)	What's your birthplace? Birthplace? Where were you born? Place of birth?						

TOPIC: MASTER LIST: TIME

COMPETENCY:

NUMBER: p.1

A

LANGUAGE AREAS

SPEAKING ↔	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What time is it? ((REFER TO LITERACY SKILLS AREA: NUMBERS))	It's ______. (time) ______. (time)		[READ 1-60] [READ DIGITAL TIME] [READ CLOCK FACE]	What...?			
Today is Monday. (day) Monday. (day)	What's today?		[READ DAYS OF THE WEEK AND THEIR ABBREVIATIONS]	What...?			
Tomorrow is Sunday. (day) Sunday. (day)	What day is tomorrow?			What...?			
Today is July 30, 1981. (date) It's July 30, 1981. (date) July 30, 1981. (date)	What's the date? What's the date today?	[WRITE THE DATE NUMERICALLY 7-30-81]	[READ DATES AS NUMERALS]	What...?			

197

198

TOPIC: MASTER LIST: TIME

COMPETENCY: ______________________

NUMBER: p.2

A

LANGUAGE AREAS

SPEAKING ↔	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
on ____________. (day or time) ____________. (day or date) at ____________. (time) ____________. (time)	When?						

TOPIC: MASTER LIST: LOCATIONS OUTSIDE A BUILDING

COMPETENCY: ______________________ NUMBER: p.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Where's the bank? (place)	Here. There. Over there. On the {right / left}. On the corner. On Ash Street. (St. name) At 24 Ash Street. (St.)(St. name) Near ______. (building) Next to ______. (building) Opposite ______. (building) Between ______ (bldg.) and ______. (building) I'm sorry. I don't know.		{STREET ST. ROAD RD. AVENUE AVE. [READ STREET NAMES AND BUILDING NUMBERS.]				
{Is it (near)? (far) Is ______ (place) {near}? {far}?	{Yes. Yes, it is. {No. No, it isn't.						

TOPIC: MASTER LIST: LOCATIONS INSIDE A BUILDING

COMPETENCY: ____________________

NUMBER: p.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS OUTSIDE A BUILDING))							
Where's the office? (place)	Here. There. Over there. Near the elevator. (place) On the {right / left}. Upstairs. Downstairs. Next to the elevator. (place) Across from the elevator. (place)						

TOPIC: MASTER LIST: ORAL DIRECTIONS

COMPETENCY: ____________

NUMBER: p.1

A

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How do I get to the zoo? (place) Where's the zoo? (place)	Take ____________ (means of transportation) Go straight. Go straight ahead. Turn {right / left} Turn {right / left} at the corner. (place) Go 3 blocks. (no.) Go 3 blocks to (no.) Ash St. (place) I'm sorry, I don't know.						

TOPIC: MASTER LIST: CLARIFICATION

COMPETENCY:

NUMBER: p.1

A

LANGUAGE AREAS

SPEAKING ↔	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Excuse me? Pardon me? Please say that again. What did you say?							
Please speak slower. Please speak slowly.							
I don't understand. Sorry, I don't understand.							
X?	X.						
How do you spell that? Please spell that.							
	207					208	

LITERACY SKILLS AREA: NUMBERS

NUMBER: p.1

A

CONTEXT	NUMBER	LANGUAGE AREAS			
		SPEAKING	LISTENING	READ (NUMERALS)	WRITE (NUMERAL
IDENTIFICATION NUMBERS	0-9	[SAY OWN ID NUMBER]	What's your ID number? What's your ______ (type of ID) number?	[READ OWN ID NUMBER]	[WRITE OWN ID NUMBER]
CLOCK/DIGITAL TIME	10, 11, 12 20, 30, 40, 50 15, 45	It's 8:30 (time) 8:30 (time).	What time is it?	[READ DIGITAL TIME] [READ CLOCK FACE]	
DATE	1-12 (months) 1-31 (days) 1981 (year)	It's August 6, 1981. (date) August 6, 1981. (date)	What's the date? What's the date today? What's today?	[READ DATES AS NUMERALS, e.g., 8-6-81]	[WRITE DATES AS NUMERALS e.g., 8-6-81]
BIRTHDATE	1-12 (months) 1-31 (days) 1926-1966	It's January 27, 1952. (months, day, year) January 27, 1952. (months, day, year)	What's your birthdate? What's your date of birth? Birthdate? Date of birth?		

LITERACY SKILLS AREA: NUMBERS

NUMBER: p.2

A

CONTEXT	NUMBER	LANGUAGE AREAS			
		SPEAKING	LISTENING	READ (NUMERALS)	WRITE (NUMERAL
AGE	1-100	I'm 29. (no. of years) 29. (no. of years)	How old are you? What's your age? Age?	[READ OWN AGE]	[WRITE OWN AGE]
PRICES	((USE DENOMINATIONS OF COINS AND BILLS, BOTH LOCAL AND U.S.))	How much?	$17.95. (price)	[READ PRICES]	

LITERACY SKILLS AREA: LETTERS

A

NUMBER: p.1

TOPIC/MASTER LIST COMPETENCY:	SPEAKING	LISTENING	READING	WRITING
CLASSROOM ORIENTATION 1.1 Identify self (name)	[SPELL OWN NAME]			
CLASSROOM ORIENTATION 1.7 Follow simple directions		Room Q (letter)	[READ LETTERS ON ROOM SIGNS]	
FOOD 8.1 Locate food items		Aisle B (letter)	[READ LETTERS ON AISLE SIGNS]	

LITERACY SKILLS AREA: SURVIVAL SYMBOLS

NUMBER: p.1

A

TOPIC and COMPETENCY:	SPEAKING	LISTENING	READING	WRITING
CLASSROOM ORIENTATION 1.7 Follow simple directions 1.9 Observe classroom Etiquette		Don't smoke.	[READ SYMBOL FOR NO SMOKING]	
FOOD 4.3 Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price		Dollar(s) Cent(s) Baht Rupiah Piso(s)	[READ SYMBOLS FOR CURRENCY, e.g., $, ¢, ฿ , HKD, R, ₱]	
FOOD 8.2 Select food, i.e., price, quantity 8.3 Pay for food, i.e., cash, change CLOTHING 15.2 Select and pay for clothing, i.e., sizes, prices, colors	Dollar(s) Cent(s)	Dollar(s) Cent(s)	$ ¢ __.__ __	
MASTER LIST: TIME			: [READ DIGITAL TIME] 3/10/82 [READ DATES WRITTEN NUMERICALLY] 3-10-82	

TOPIC: LITERACY SKILLS AREA SIGHT WORDS

COMPETENCY: ______

NUMBER: p.1

A

READING	TOPIC/MASTER LIST COMPETENCY # and NAME
NO SMOKING	CLASSROOM ORIENTATION: 1.7 Follow simple directions 1.9 Observe classroom etiquette
FIRE ESCAPE	HOUSING: 3.2 Locate facilities within housing, e.g., fire escape, elevator CLOTHING: 15.1 Locate clothing
EXIT	HOUSING: 3.2 TRANSPORTATION: 6.1 Locate means of transportation CLOTHING: 15.1
ELEVATOR	HOUSING: 3.2 // CLOTHING 15.1
STAIRS	HOUSING: 3.2
EMERGENCY HOSPITAL X-RAY CLINIC	HEALTH: 5.2 Get medical help, e.g., in an emergency, for an appointment
BUS STOP ENTRANCE IN OUT	TRANSPORTATION: 6.1
STREET ST. ROAD RD. AVENUE AVE.	TRANSPORTATION: 6.1 6.2 Locate a place LOCATIONS OUTSIDE A BUILDING ORAL DIRECTIONS

TOPIC: LITERACY SKILLS AREA SIGHT WORDS
(Check FORM LANGUAGE SIGHT WORDS also)

COMPETENCY: ______________________ NUMBER: p.2

A

READING	TOPIC/MASTER LIST COMPETENCY # and NAME
SALE	FOOD: 8.2 Select food, i.e., price, quantity CLOTHING: 15.1 15.2 Select and pay for clothing, i.e., size, price colors
OPEN CLOSED	FOOD: B.4 Locate places to buy food CLOTHING: 15.3 Locate places to buy clothes
U.S. MAIL POST OFFICE	POST OFFICE: 10.3 Locate places to mail things
DRUGSTORE PHARMACY {PRESCRIPTION {PHARMACIST	TRANSPORTATION: 6.1 HEALTH: 11.3 buy medicine (prescription and non-prescription) LOCATIONS OUTSIDE AND INSIDE A BUILDING
UP DOWN	CLOTHING 15.1
SUNDAY SUN. MONDAY MON. TUESDAY TUES. WEDNESDAY WED. THURSDAY THURS. FRIDAY FRI. SATURDAY SAT.	TIME

219

220

ESL CURRICULUM GUIDE:

B, C, D, LEVELS

Appendix I: B LEVEL COMPETENCIES

(C/D - only competencies are asterisked)

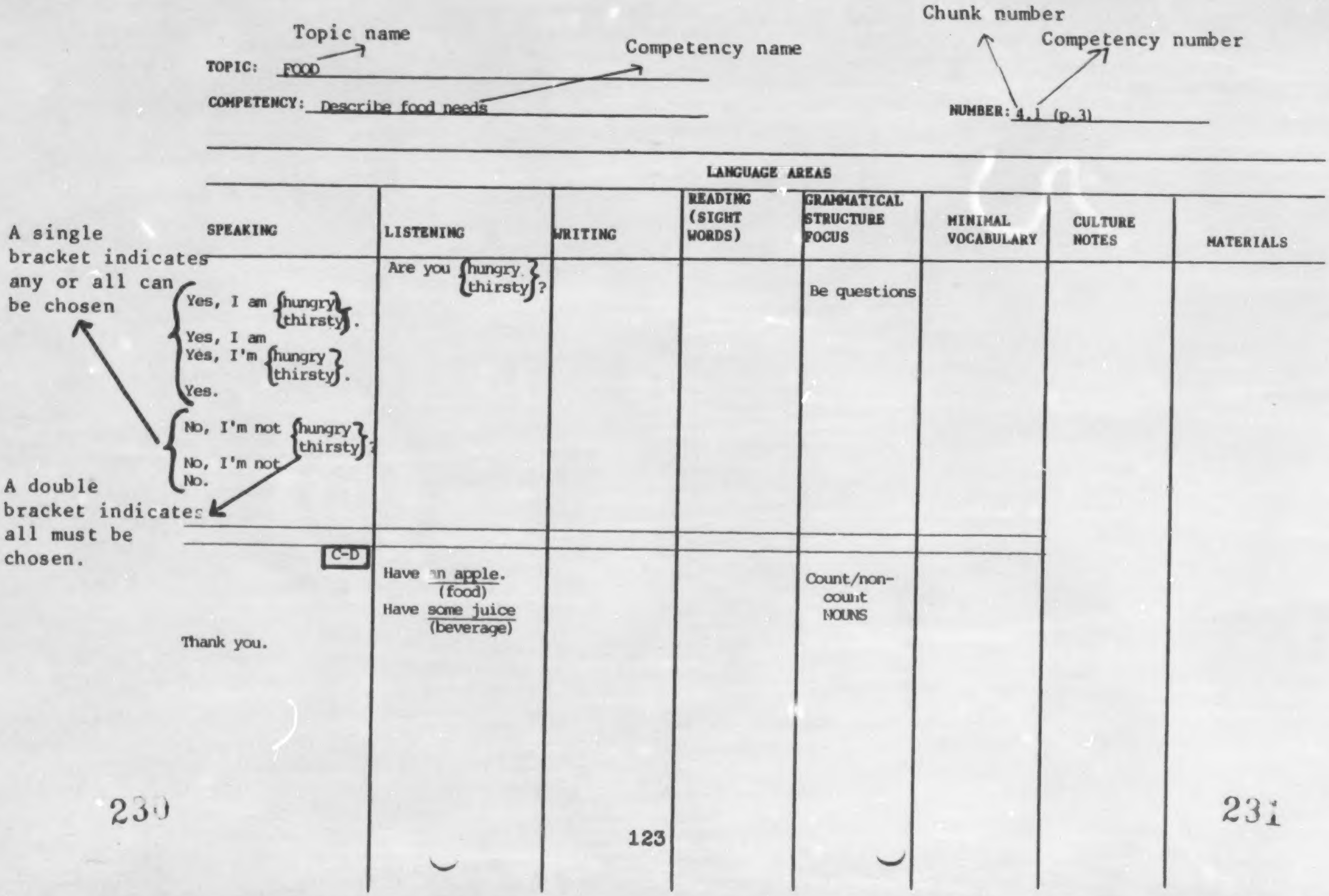
CHUNK	TOPIC	COMPETENCY	COMPETENCY NUMBER
# 1	CLASSROOM ORIENTATION	Identify self (name; ID number; country of origin; language background)	1.1
		Introduce self	1.2
		Introduce others	1.3
		Greet and be greated	1.4
		End conversation	1.5
		Express lack of understanding and ask for clarification	1.6
		Follow simple directions	1.7
		Find out English for unknowns	1.8
		Observe classroom etiquette	1.9
# 2	CLOTHING	Describe clothing needs	2.1
# 3	HOUSING	Describe housing needs, e.g. types of rooms, furniture, major appliances	3.1
		Locate facilities within housing; e.g, laundry, fire escape, garbage chute	3.2
# 4	FOOD	Describe food needs	4.1
		Describe food preferences	4.2
		Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price, quantity	4.3

CHUNK	TOPIC	COMPETENCY	COMPETENCY NUMBER
# 5	HEALTH	Explain medical problems, i.e., symptoms, illnesses, injuries	5.1
		Get medical help, e.g., in an emergency, for an appointment	5.2
# 6	TRANSPORTATION	Locate means of transportation	6.1
		Locate a place	6.2
# 7	EMPLOYMENT	Describe work experience	7.1
		Describe skills	7.2
		Describe educational background	7.3
# 8	FOOD	Locate food items	8.1
		Select food, i.e., price, container, size, quantity, freshness	8.2
		Pay for food, e.g., cash, change, coupons	8.3
		Locate places to buy food	8.4
# 9	EMPLOYMENT	Recognize common entry-level jobs, e.g., names, duties; and qualifications	9.1
		Indicate job preferences	9.2
#10	POST OFFICE	Address envelopes and packages	10.1
		Buy items in the post office	10.2
		Locate different mail slots	10.3
		Locate places to mail things	10.4
		Prepare a money order	10.5
		** Notify post office of change of address	10.6
		** Register mail	10.7

CHUNK	TOPIC	COMPETENCY	COMPETENCY NUMBER
		** Pick up mail	10.8
		** Register as an alien	10.9
		** Prepare customs and insurance document	10.10
		** Register for the draft	10.11
# 11	HEALTH	Follow instructions about treatment	11.1
		Follow instructions during exam	11.2
		Buy medicine (prescription and non-prescription)	11.3
		** Buy items for personal hygiene	11.4
# 12	TRANSPORTATION	Buy transportation services	12.1
		Use transportation systems, e.g. by foot, on the bus subway, train, plane	12.2
		Handle emergencies	12.3
		Give directions	12.4
# 13	EMPLOYMENT	Locate possible jobs, e.g. approach person at work site, make an appointment, convey a desire to work	13.1
		Give relevant information when applying for a job	13.2
		Get information about a job	13.3
# 14	HOUSING	Get information about costs, e.g., rent, utilities	14.1
		Secure household repairs	14.2
		Report emergencies, e.g., fire, burglary	14.3
		** Locate appropriate housing	14.4
# 15	CLOTHING	Locate clothing	15.1
		Select and pay for clothing, i.e., sizes, prices, color, style, fabric	15.2
		Locate places to buy clothing	15.3

CHUNK	TOPIC		COMPETENCY	COMPETENCY NUMBER
		**	Give and receive compliments about dress	15.4
		**	Care for clothing, e.g., hand/machine wash, dry, iron, dry-clean	15.5
# 16	BANKING			
			Cash a check or money order	16. 1
			Locate a bank	16. 2
			Buy a money order	16. 3
		**	Open an account; i.e.; checking, savings	16. 4
		**	Use a bank account	16. 5
# 17	FOOD		Order food, e.g. at a snack bar, restaurant, fast food place	17.1
			Act appropriately as a guest/host	17.2
		**	Store food properly	17.3
		**	Prepare food	17.4
# 18	EMPLOYMENT		Follow instructions on the job	18.1
			Give explanations for sickness, absence, mistakes, lateness	18.2
			Converese with co-workers, e.g., about family, recreation, weather, traffic, news	18.3
# 19	TRANSIT PROCESS FROM SEA TO US		Handle emergencies, e.g., being lost, not being met, getting sick	19.1
			Act appropriately on the plane	19.2
			Meet sponsor	19.3

KEY TO SYMBOLS



Topic name
Competency name
Chunk number
Competency number
A single bracket indicates any or all can be chosen
A double bracket indicates all must be chosen.

TOPIC: FOOD

COMPETENCY: Describe food needs

NUMBER: 4.1 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I am {hungry / thirsty}. Yes, I am Yes, I'm {hungry / thirsty}. Yes. No, I'm not {hungry / thirsty}? No, I'm not No.	Are you {hungry / thirsty}?			Be questions			
C-D Thank you.	Have an apple. (food) Have some juice (beverage)			Count/non-count NOUNS			

KEY TO SYMBOLS (p.2)

TOPIC: CLOTHING

COMPETENCY: Locate clothing

NUMBER: 15.1

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS INSIDE A BUILDING))					((REVIEW 2.1))		
Excuse me, where are dresses? (clothing) Excuse me, where can I find shoes? (clothing)	They're { on the 5th (no.) floor in the basement upstairs downstairs }		[READ FLOOR NOS. ON SIGNS] ELEVATOR EXIT SALE UP DOWN	Where...? ∅ + NOUNS (plural)			
Excuse me, where is the shoe dept? (Department)	C-D It's { on the 5th (no.) floor in the basement upstairs downstairs }		MEN'S DEPARTMENT WOMEN'S DEPARTMENT DEPT. [READ CLOTHING NAMES]				

(( )) Directions to the Teacher

A box indicates one exchange

Words in parentheses under a line indicate categories. Vocabulary for these categories is listed in the "Minimal Vocabulary" column in each site's version of the curriculum.

C/D-only competencies, language items, grammatical structures

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (name)

NUMBER: 1.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
My name is Pat Smith. (name) I'm Pat Smith. (name) Pat Smith. (name)	What's your name?	[PRINT OWN NAME]	[READ OWN NAME] NAME FIRST LAST	What...?		+ family or last name; given or first name. + ordering of names in American English.	
My {first / last} name is Pat ____. (first name) Smith ____. (last name) Pat ____. (first name) Smith ____. (last name)	What's your {first / last} name?						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (name)

NUMBER: 1.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Here. Present.	Pat Smith. (name)						
Yes, it is. Yes. No, it isn't. No, it isn't. My name is John. (name) No. My name is John. (name) No. It's John. (name) No, it isn't. It's John. (name) No.	Is your name Pat Smith? (name)			Be question			

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (name)

NUMBER: 1.1 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
[SPELL OWN NAME]	Please spell your name. Please spell that. Please spell it. How do you spell your name? How do you spell that? How do you spell it? Can you spell your name? Can you spell that? Can you spell it? Spell your name. Spell that. Spell it.						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (name)

NUMBER: 1.1 (p.4)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D My middle name is Mary ______. (middle name) Mary ______. (middle name)	What's your middle name?		MIDDLE MAIDEN				
Call me Pat ______. (name)							

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (ID number)

NUMBER: 1.1 (p.5)

LANGUAGE AREAS							
SPEAKING	**LISTENING**	**WRITING**	**READING (SIGHT WORDS)**	**GRAMMATICAL STRUCTURE FOCUS**	**MINIMAL VOCABULARY**	**CULTURE NOTES**	**MATERIALS**
My number is ________. (ID number) It's ________. (number) ________. (ID number)	What's your ________? (type of ID number)	[WRITE OWN ID NUMBER]	[READ OWN ID NUMBER] ________ (T#, ID#) NUMBER	What...?		+ concept of ID	

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (country of origin/nationality)

NUMBER: 1.1 (p.6)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm from Laos. (country) I come from Laos. (country) Laos. (country)	Where are you from? Where do you come from?			Where...?			
C-D My native country is Laos. (country) It's Laos. (country) Laos. (country)	What's your native country?						
C-D My nationality is Laotian. (nationality) It's Laotian. (nationality) Laotian. (nationality)	What's your nationality?	[WRITE OWN NATIONALITY]	NATIONALITY				

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (ethnic background)

NUMBER: 1.1 (p.7)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D	Are you Vietnamese? (ethnic background)						
Yes, I am. Yes. No, I'm not. I'm Laotian. (ethnic background) No, I'm not. No.							
I'm Vietnamese. (ethnic background) Vietnamese. (ethnic background)	What is your ethnic background?						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (language background)

NUMBER: 1.1 (p.8)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I speak Khmer. (language) Khmer. (language)	What language do you speak? What languages do you speak?			What...?			
Yes, I do. Yes. No, I don't. I speak Khmer. (language) No, I speak Khmer. (language) No, I don't. No.	Do you speak Lao? (language)			Do questions			

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (language background)

NUMBER: 1.1 (p.9)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D I speak 3 (no.) languages. 3 (no.) languages.	How many languages do you speak? How many languages can you speak?						
My first language is Lao. (language) My native language is Lao. (language) It's Lao. (language) Lao. (language)	What's your first language? What's your native language?						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Identify self (language background)

NUMBER: 1.1 (p.10)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D I speak Khmer. (language) I speak Lao. (language) Khmer. (language) Lao. (language) I speak both. Both. I don't speak either one. I speak Vietnamese. (language) Neither. I speak Vietnamese. (language)	Do you speak Lao (language) or Khmer? (language)						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Introduce others

NUMBER: 1.3 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D John, I'd like (name) you to meet Pat. (name) Pat, I'd like (name) you to meet John. (name)	Nice to meet you, Pat. (name) Nice to meet you, too, John. (name)						
	254					255	

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Introduce others

NUMBER: 1.3 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
John, this is (name) Pat. (name) Pat, this is (name) John. (name)	Nice to meet you, Pat. (name) Nice to meet you, too, John. (name)					Names are important. Shake hands firmly. Eye contact is important. Use of names--first, last, title--is important.	

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: End conversation

NUMBER: 1.5

LANGUAGE AREAS							
SPEAKING	**LISTENING**	**WRITING**	**READING (SIGHT WORDS)**	**GRAMMATICAL STRUCTURE FOCUS**	**MINIMAL VOCABULARY**	**CULTURE NOTES**	**MATERIALS**
	Good-bye. 'Bye. See you later. this afternoon. this evening. tomorrow. Tuesday. (day)						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Greet and be greeted

NUMBER: 1.4

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Hello. Hi. Good morning. Good afternoon. Good evening.					Register--who you say what to. Times of the day for different greetings.	
Fine, thank you. Fine, thanks. OK.	How are you?						
How are you? And you?	Fine, thank you. Fine, thanks. OK.						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Follow simple directions

NUMBER: 1.7 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((TEACHER MIGHT REFER TO TIME MASTER LIST))							
	Please stand up.		NO SMOKING	COMMANDS			
	Please sit down.						
	Please go to the office . (place)		[READ SYMBOL FOR NO SMOKING]				
	Please come to the office. (place)						
	Open your book. (classroom object)						
	Close your book. (classroom object)						
	Please come here.						
	Please go there.						
	Please ask ______. (name)						
	Please go to room 5 (no.)		ROOM 5 (no.)				
	Turn off the lights. (classroom object)		5 (no.)				

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Express lack of understanding and ask for clarification

NUMBER: 1.6

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I do. Yes. No, I don't. No. I don't understand.	Do you understand? Understand?					Yes-behavior	
Excuse me? Pardon me?							
Please say that again.				Commands			
Please speak slowly. Please speak slower.				Commands			
How do you spell that? Please spell that.							
What does X mean?	X means Y. Y.						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Find out English for unknowns

NUMBER: 1.8 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
{What's this in English? What's this?} {What's that in English? What's that?}	It's X . X .			What...? {this / that} {a / an / Ø} Noun(singular)			
{What are these in English? What are these?} {What are those in English? What are those?}	They're X . X .			What...? {these / those} Ø Noun(plural)			
Is this X ? Is that X ?	{Yes, it is. Yes.} {No, it isn't. It's Y . No, it isn't. No.}						

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Follow simple directions

NUMBER: 1.7 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Turn on the lights. (classroom object) Please write . (action) Please don't write . (action) Let's take a break for 5 minutes . (length of time) Take a break for 5 minutes . (length of time) Let's take a break Take a break. Come at 8:30 . (time) Come back at 8:30. (time) Come back in 5 minutes . (period of time)			COMMANDS			

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Observe classroom etiquette

NUMBER: 1.9

LANGUAGE AREAS							
SPEAKING	**LISTENING**	**WRITING**	**READING (SIGHT WORDS)**	**GRAMMATICAL STRUCTURE FOCUS**	**MINIMAL VOCABULARY**	**CULTURE NOTES**	**MATERIALS**
I'm sorry I'm late. I'm sorry. Sorry. Excuse me. Pardon me.			[READ SIGNS FOR NO SMOKING]				
Please excuse me for a few minutes. Please excuse me for a minute.							

TOPIC: CLASSROOM ORIENTATION

COMPETENCY: Find out English for unknowns

NUMBER: 1.8 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Are these X ? Are those X ?	Yes, they are. Yes. No, they aren't They're Y . No, they aren't. No.						
C-D How do you say this in English? How do you say that in English?	X .						

TOPIC: CLOTHING

COMPETENCY: Describe clothing needs

NUMBER: 2.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'd like a blue (color) shirt . (clothing) I'd like blue. (color) I want a blue (color) shirt. (clothing) I want blue. (color) Blue. (color)	What color would you like? What color do you want?			'd like + NOUN want + NOUN {a / an / Ø} + ADJECTIV + NOUN			

TOPIC: CLOTHING

COMPETENCY: Describe clothing needs

NUMBER: 2.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I want to buy need a shirt ___. (clothing) I want a shirt ___. need (clothing) I would like to 'd like buy a shirt ___. (clothing) I would like 'd like a shirt ___. (clothing) A shirt ___. (clothing)	Can I help you? May I help you? What do you want need to buy? What do you want need ? What would you like to buy? What would you like?			would like + NOUN want + NOUN need + NOUN a an + NOUN Ø			

TOPIC: CLOTHING

COMPETENCY: Describe clothing needs

NUMBER: 2.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'd like a blue (color) shirt . (clothing) I'd like blue. (color) I want a blue (color) shirt. (clothing) I want blue. (color) Blue. (color)	What color would you like? What color do you want?			'd like + NOUN want + NOUN {a, an, Ø} + ADJECTIVE + NOUN			

TOPIC: HOUSING

COMPETENCY: Describe housing needs, e.g., types of rooms furniture, major appliances

NUMBER: 3.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I {want / need} a 2-bedroom (no. of bedrooms) house. (type of housing) I'm looking for a 2-bedroom (no. of bedrooms) house. (type of housing) I {want / need} a house. (type of housing) I'm looking for a house. (type of housing)	What kind of housing do you {want? / need?} What kind of housing are you looking for? What do you {want? / need?} What are you looking for?			{want + NOUN / need + NOUN		Describe types of housing.	

TOPIC: HOUSING

COMPETENCY: Describe housing needs, e.g., types of rooms, furniture, major appliances

NUMBER: 3.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I {want need} 5 (no.) rooms. (types of rooms) I'm looking for 5 (no.) rooms. (types of rooms) 5 (no.) rooms. (types of rooms)	How many rooms (types of rooms) do you {want need} ? How many rooms (types of rooms) are you looking for?			How many...?		Describe how rooms are counted in the U.S. Housing is usually described by the number of rooms or bedrooms.	

TOPIC: HOUSING

COMPETENCY: Describe housing needs, e.g., types of rooms, furniture, major appliances

NUMBER: 3.1 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I want need a sofa. (furniture) a stove. (appliance) A sofa. (furniture) A stove. (appliance)	What furniture appliances do you want need for your house? (type or housing) What furniture appliances do you want ? need ?			What...?		Describe major appliances that usually come with housing in the U.S.	
Yes, I do. No, I don't, but I need want X . No, I don't.	Do you want a(n) need house (type of housing) sofa . (furniture) stove . (appliance)			Do questions			

TOPIC: HOUSING

COMPETENCY: Locate facilities within housing, e.g., laundry, fire escape, garbage chute

NUMBER: 3 .2

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS OUTSIDE AND INSIDE A BUILDING))			FIRE ESCAPE LAUNDRY EXIT ELEVATOR STAIRS				
Where's the garbage chute ? (facility)	It's in (prep. of location) the kitchen. (room of the house) It's upstairs. (adverbs of location)			Preposition of location Where...?			
C-D Where's the laundry? (facility)	It's on the 5th floor. (floor no.)		___ FLOOR STEP UP STEP DOWN				

TOPIC: FOOD

COMPETENCY: Describe food needs

NUMBER: 4.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'd like to eat an apple, please. (food) I'd like an apple, (food) please. I want to eat an apple, please. (food) I want an apple, (food) please. An apple, please. (food)	What would you like to eat? What would you like? What do you want to eat? What do you want?				Would like + NOUN Want + NOUN C-D Count/non-count NOUNS		

283

289

TOPIC: FOOD

COMPETENCY: Describe food needs

NUMBER: 4.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I want to drink juice, ___ please. (beverage) I want juice, ___ (beverage) please. I'd like to drink juice, ___ please (beverage) I'd like juice, ___ (beverage) please. Juice, ___ please. (beverage)	What would you like to drink? What would you like? What do you want to drink? What do you want?			would like + NOUN want + NOUN C-D count/non-count NOUNS			
Yes, please. No, thank you.	Do you want an apple? (food) Do you want juice? ___ (beverage)			Do questions C-D count/non-count NOUNS			

TOPIC: FOOD

COMPETENCY: Describe food needs

NUMBER: 4.1 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I am {hungry / thirsty}. Yes, I am. Yes, I'm {hungry / thirsty}. Yes. No, I'm not {hungry / thirsty} No, I'm not. No.	Are you {hungry / thirsty}?			Be questions			
C-D Thank you.	Have an apple. (food) Have some juice. (beverage)			Count/non-count NOUNS			

TOPIC: FOOD

COMPETENCY: Describe food preferences

NUMBER: 4.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I like rice. (food) I like tea. (beverage) Rice. (food) Tea. (beverage)	What do you like to eat? What do you like to drink? What do you like?			What...? Like + NOUN			

TOPIC: FOOD

COMPETENCY: Describe food preferences

NUMBER: 4.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I like chicken. (food) Yes, I like tea. (beverage) Yes, I eat chicken. (food) Yes, I drink tea. (beverage)	Do you like chicken? (food) Do you like tea? (beverage) Do you eat chicken? (food) Do you drink tea? (beverage)			Do questions			
No, I don't like chicken. (food) No, I don't like tea. (beverage) No, I don't eat chicken. (food) No, I don't drink tea. (beverage) No, I don't.							

TOPIC: FOOD

COMPETENCY: Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price

NUMBER: 4.3 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is this?	It's 99¢ . (price) 99¢ (price)		[READ PRICES] [READ SYMBOLS FOR CURRENCY e.g., $, ¢, ฿, HKD, R, ₱]	How much...? Be(singular This(singular)			
How much are these?	They're 99¢ . (total price) They're 33¢ each. (price) They're 3 for 99¢ . (no.) (total price) 99¢ . (total price) 33¢ each. (price) 3 for 99¢ . (no.) (total price)			How much..? Be(plural) These (plural)			

TOPIC: FOOD

COMPETENCY: Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price

NUMBER: 4.3 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is an orange ? (food)	An orange is 15¢ . (food) (price) It's 15¢ . (price) 15¢ . (price)			How much...? {a an Ø} (food) Be(singular)			
How much are oranges? (food)	Oranges are 15¢ each. (food) (price) They're 15¢ each. (price) Oranges are 3 for 45¢ . (no.) (total price) They're 3 for 45¢ . (no.) (total price) 15¢ each . (price) 3 for 45¢ . (no.) (total price)			How much...? Be(plural) NOUN(plural without ARTICLES)			

TOPIC: FOOD

COMPETENCY: Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price

NUMBER: 4.3 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Here's $4.67 (total price)	That's $4.67 (total price) $4.67. (total price)						

TOPIC: HEALTH

COMPETENCY: Explain medical problems, i.e., symptoms, illnesses, injuries

NUMBER: 5.1 (p.1)

LANGUAGE AREAS							
SPEAKING	**LISTENING**	**WRITING**	**READING (SIGHT WORDS)**	**GRAMMATICAL STRUCTURE FOCUS**	**MINIMAL VOCABULARY**	**CULTURE NOTES**	**MATERIALS**
I feel sick ______. (adjective) I'm sick ______. (adjective)	How do you feel?						
My ______ arm ______ (possessive adjective) (part of body) hurts. I have a cold ______. (symptom)	What hurts? What's wrong? What's the matter?			3rd person singular Possessive adjectives (My...) Subject pronouns (I...)			
Here.	Where does it hurt? Where's the pain?			Where...?			

TOPIC: HEALTH

COMPETENCY: Explain medical problems, i.e., symptoms, illnesses, and injuries

NUMBER: 5.1 (p.2)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D I {cut broke burned bruised hurt} my leg. (part of body)	What happened?						

306

307

TOPIC: HEALTH

COMPETENCY: Get medical help; e.g., in an emergency, for an appointment

B

NUMBER: 5.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LISTS: LOCATIONS INSIDE AND OUTSIDE A BUILDING ORAL DIRECTIONS))			EMERGENCY (ROOM) HOSPITAL AMBULANCE X-RAY CLINIC C-D ONLY OUT-PATIENT CLINIC				
I'm sick. I need {a doctor. / an ambulance. / a dentist.}	Can I help you?						

308

309

TOPIC: HEALTH

COMPETENCY: Get medical help, e.g., in an emergency, for an appointment

NUMBER: 5.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Can I make an appointment? May I have an appointment?	Can you come on Tuesday at 3:00? (day) (time)			MODAL (can/may) on ____ (day) at ____ (time)			
Yes, I do. Yes. No, I don't. This is an emergency. No, this is an emergency.	Do you have an appointment?		[READ APPOINTMENT CARD, e.g., Mr.Wong 2 p.m. 2/28/81]	Do questions			

TOPIC: TRANSPORTATION

COMPETENCY: Locate means of transportation

NUMBER: 6.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LISTS: LOCATIONS INSIDE AND OUTSIDE A BUILDING AND ORAL DIRECTIONS))			BUS STOP ENTRANCE EXIT IN OUT STREET ST. ROAD RD. AVENUE AVE. [READ BUS NUMBERS]				
			C-D ONLY STATION GATE PLATFORM BOULEVARD BLVD.				

312

31

TOPIC: TRANSPORTATION

COMPETENCY: Locate means of transportation

NUMBER: 6.1 (p.2)

C-D

LANGUAGE AREAS

C-D

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Please send a taxi to 314 Pine Street (street address)	OK. Right away. It'll be about 20 minutes. (no.)						
314 Pine Street. (street address)	What's that address?						

TOPIC: TRANSPORTATION

COMPETENCY: Locate a place

NUMBER: 6.2

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LISTS: LOCATIONS INSIDE AND OUTSIDE A BUILDING AND ORAL DIRECTIONS))			[READ STREET SIGNS]				
Excuse me. Can you help me? I'm lost Where's the school? (place)				Where...?			

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm a clerk. (occupation) I don't have a job now. I'm a housewife. I don't have a job now. I'm a student. I don't have a job now.	What do you do now? What's your job now? What's your occupation now? What's your job? What's your occupation?	[WRITE OWN OCCUPATION]	OCCUPATION	Be + NOUN What...?		Any work experience (whether or not a salary or wage was earned) should be considered a job.	

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I'm a clerk. (occupation) No, not now. No, not at the moment. No, not yet. No.	Do you have a job now? Do you have a job? Are you working now? Are you working?			Be + NOUN			
I file. (duties)	What do you do as a clerk? (occupation) What do you do in your job? What do you do?			Present tense			

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I was a farmer. (occupation)	What did you do in your country? What did you do in Laos? (country) What did you do? What was your occupation in your country? What was your occupation in Laos? (country) What was your job in your country? What was your job in Laos? (country) What was your occupation? What was your job?			Be + NOUN Be: past tense			

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.4)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Did you { have a job / work } in your country?			Did questions			
Yes, I did. I was a farmer. (occupation) Yes, I was a farmer. (occupation)	Did you { have a job / work } in Laos? (country)						
No, I didn't. I was a housewife. No, I didn't. I was a student. No, I was a housewife No, I was a student.							

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.5)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I worked on a farm (place of employment) in Laos. (country) I worked on a farm. (place of employment) On a farm. (place of employment)	Where did you work in your country? Where did you work in Laos? (country)			Where...? Past tense C-D ONLY Prepositional phrases			
I worked there from May, 1971 (month/year) to June, 1975. (month/year) From May, 1971 (month/year) to June, 1975. (month/year)	When did you work on a farm? (place of employment)	[WRITE OWN PERIOD OF EMPLOYMENT]	From May, 1971 (month/year) to June, 1975 (month/year)	When...? Past tense From...to...			

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.6)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I was a farmer (occupation) for 4 (no.) (years). (months). I worked as a farmer (occupation) for 4 (no.) (years). (months). 4 (no.) (years) (months) For 4 (no.) (years) (months)	How long did you work as a farmer? (occupation) How long did you work? How long were you a farmer? (occupation)						

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.7)

LANGUAGE AREAS

PEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I raised chickens (duties)	What did you do in your job? What did you do as a farmer? (occupation)			Past tense			
C-D I'm a clerk. (occupation) I don't have a job now. I'm a student. I don't have a job now.	What's your present job? What's your present occupation?						

TOPIC: EMPLOYMENT

COMPETENCY: Describe work experience

NUMBER: 7.1 (p.8)

C-D

LANGUAGE AREAS

PEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES •	MATERIALS
Yes, I'm a clerk . (occupation) No, not now. No, not at the moment. No, not yet. No.	Are you presently employed?						
I file . (duties)	What are your duties?	[WRITE OWN DUTIES]	DUTIES				
I was a farmer. (occupation)	What was you last job?						
I raised pigs. (duties)	What were your duties?						

TOPIC: EMPLOYMENT

COMPETENCY: Describe skills

NUMBER: 7.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIAL
Yes, I can. No, I can't, but I can sew. (skill) No, I can't.	Can you cook? (skill)	C-D ONLY [WRITE OWN SKILLS]	C-D ONLY SKILLS				
I can cook. (skill) Cook. (skill)	What can you do?			MODAL (can) What...?			
I can {speak / read / write} Lao. (language) I {speak / read / write} Lao. (language) Lao. (language)	What languages can you {speak? / read? / write?} What languages do you {speak? / read? / write?}	[WRITE NAME(S) OF OWN LANGUAGE(S)]	LANGUAGES	What...?			

TOPIC: EMPLOYMENT

COMPETENCY: Describe skills

NUMBER: 7.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I do. Yes, I can. Yes. No, I don't, but I speak read write Chinese . (language) No, I can't, but I speak read write Chinese . (language) No, I don't. No, I can't.	Do you speak read write Lao ? (language) Can you speak read write Lao ? (language)						

TOPIC: EMPLOYMENT

COMPETENCY: Describe educational background

NUMBER: 7.3 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I did. No, I didn't, but I studied English in a refugee center. (place) No, I didn't.	Did you go to school in Laos ? (country)		EDUCATION	Did questions Past tense			

339

338

TOPIC: EMPLOYMENT

COMPETENCY: Describe educational background

NUMBER: 7.3 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I went to school for 6 (no.) years. I studied for 6 (no.) years. 6 (no.) years.	How many years did you go to school? How many years did you study? How long did you go to school? How long did you study?		NUMBER OF YEARS	Past tense			
I went to school from 1963 (year) to 1967 (year). I studied from 1963 to 1967 (year) From 1963 (year) to 1967 (year)	When did you go to school? When did you study?			When...? Past tense From...to...			

TOPIC: EMPLOYMENT

COMPETENCY: Describe educational background

NUMBER: 7.3 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I studied in Vientiane. (city/town) Laos. (country) In Vientiane, (city/town) Laos. (country)	Where did you go to school? Where did you study?	[WRITE LOCATION OF OWN SCHOOL(S)]		Where...? Past tense In + city/town, country			
I studied in a middle school (type of school) in Laos. (location)	Where did you study?	C-D ONLY (WRITE OWN TYPE OF SCHOOL)		Where...? Past tense			

TOPIC: EMPLOYMENT

COMPETENCY: Describe educational background

NUMBER: 7.3 (p.4)

C-D

LANGUAGE AREAS

PEAKING C-D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I completed the 4th grade. (no.) I completed Grade 4. (no.) I finished the 4th grade. (no.) I finished Grade 4. (no.) The 4th grade. (no.) Grade 4. (no.)	What grade did you complete? What grade did you finish?		GRADE COMPLETED				

TOPIC: EMPLOYMENT

COMPETENCY: Describe educational background

NUMBER: 7.3 (p.5)

C-D

LANGUAGE AREAS

SPEAKING C-D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I graduated in 1963. (year) No, but I completed the 4th grade. (no.) No, but I completed Grade 4. (no.) No, but I finished the 4th grade. (no.) No, but I finished Grade 4. (no.)	Did you graduate from middle school? (type of school) Did you graduate?						
I studied engineering. (subject) Engineering. (subject)	What did you study?						

TOPIC: FOOD

COMPETENCY: Locate food items

NUMBER: 8.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Excuse me, where {is / are} the fruit? (food)	It's in the produce section. (section) It's on Aisle {2 B (no.)(letter) / 2 (no.) / B (letter)} They're in the produce section. (section) They're on aisle {2 B (no.)(letter) / 2 (no.) / B (letter)}		[READ AISLE SIGNS]	Where...? Count/non-count nouns Be + prepositional phrases			

((REFER TO MASTER LIST: INSIDE A BUILDING, e.g., above the corn.)) (prep) (food)

TOPIC: FOOD

COMPETENCY: Locate food items

NUMBER: 8.1 (p.2)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Excuse me, where can I find the fruit? (food)	C-D It's on the {top bottom middle} shelf. They're on the {top bottom middle} shelf.		[READ FOOD LABELS] [READ SIGNS FOR SUPERMARKET SECTIONS]				

TOPIC: FOOD

COMPETENCY: Select food, i.e., price, container, size, quantity, freshness

NUMBER: 8.2 (p.1)

LANGUAGE AREAS							
((REVIEW SPEAKING AND LISTENING COLUMNS, 4.3))							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is {this / that}? How much is 4 (no.) bananas? (food) How much is 4 (no.) pounds (unit of measurement) of bananas? (food) How much are {these / those}? How much are 4 (no.) bananas? (food) How much are 4 (no.) pounds (unit of measurement) of bananas? (food)	It's 99¢ (price) a pound. (unit of measurement) They're 99¢ (price) a pound. (unit of measurement) 99¢ (price) a pound. (unit of measurement)		[READ NAMES OF FOOD AND NON-FOOD ITEMS ON LABELS, e.g., rice, shampoo detergent] DOZEN DOZ. POUND LB. OUNCE OZ. GALLON GAL. QUART QT. PINT PT. EACH EA.	How much...? Count/non-count nouns Be (plural) Be (singular) this these			

TOPIC: FOOD

COMPETENCY: Select food, i.e., price, container, size, quantity, freshness

NUMBER: 8.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	May I help you? Can I help you?		$1.20 per (price) dozen . (unit of measurement) 3 for (no.) 99¢ (price) SALE [READ SYMBOLS FOR U.S. CURRENCY, i.e., $, ¢]				
I want 6 oranges. (no.) (food) I'd like 6 (no.) oranges. (food) Please give me 6 (no.) oranges. (food) I want a pound of (unit of measurement) chicken. (food) I'd like a pound of (unit of measurement) chicken. (food) Please give me a pound of (unit of measurement) chicken. (food)			C-D ONLY [READ EXPIRATION DATE] REDUCED SPECIAL 19¢ off. (amount)			Explain money-back policy on items when expiration date past.	
	Here you are.						

TOPIC: FOOD

COMPETENCY: Pay for food, e.g., cash, change, coupons **NUMBER:** 8.3

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW SPEAKING AND LISTENING COLUMNS, 4.3))			((REVIEW 8.2))				
			CASHIER CHECK-OUT				
C-D I have a coupon for Uncle Ben's rice. (product)	OK, that's 20¢ (amount of money) off.		[FIND BRAND NAME, AMOUNT OF MONEY OFF, EXPIRATION DATE INFORMATION ON COUPONS]			Coupons	
Do you take checks?	Yes, if you have ID. No, I'm sorry.	(MAKE OUT A PERSONAL CHECK AND SIGN NAME)					
			6 (no.) items or less EXPRESS				

TOPIC: FOOD

COMPETENCY: Locate places to buy food

NUMBER: 8.4 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS OUTSIDE A BUILDING))			MARKET GROCERY				
	It's closed. It's open. We're closed. We're open.		[READ SIGNS FOR STORE HOURS AND ABBREVIATIONS FOR DAYS] OPEN CLOSED A.M. P.M.				

TOPIC: FOOD

COMPETENCY: Locate places to buy food

NUMBER: 8.4 (p.2)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What time is the market (place) open? When is the market (place) open?	C-D It's open from 8:00 (time) to 5:00 (time). Monday (day) through Saturday (day). From 8:00 (time) to 5:00 (time). Monday (day) through Saturday (day).						

TOPIC: FOOD

COMPETENCY: Locate places to buy food

NUMBER: 8.4 (p.3)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D What time do you {open / close} during the week? What time do you {open / close}? When do you {open / close} during the week? When do you {open / close}?	We {open / close} at 8:00. (time) At 8:00. (time)						

TOPIC: FOOD

COMPETENCY: Locate places to buy food

NUMBER: 8.4 (p.4)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D Are you open on {weekends Tuesdays}? (day)	Yes, {we are. it is.} No, {we're it's} closed.						

364

365

TOPIC: EMPLOYMENT

COMPETENCY: Recognize common entry-level jobs, e.g., names, duties, and qualifications

NUMBER: 9.1

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What does a dishwasher (occupation) do?	A dishwasher (occupation) washes dishes. (duties)						
What are the qualifications?	C-D You have to have a license (certification). to be able to type) (skill). to be over 21. (trait)						

366

367

TOPIC: EMPLOYMENT

COMPETENCY: Indicate job preferences

NUMBER: 9.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 7.1))							
I want to be a cook (occupation). I want to build houses. (duties) Cook. (occupation) Build houses. (duties)	What job do you want? What do you want to do? What do you want to do in the U.S.?			What...?			

TOPIC: EMPLOYMENT

COMPETENCY: Indicate job preferences

NUMBER: 9.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I want to work in an office. (place of employment) In an office. (place of employment)	Where do you want to work?			Where...? Prepositions of place			
C-D I want clerical (type of work) work. Clerical (type of work) work.	What kind of work do you want?						
C-D I want to work the day (type of shift) shift. The day shift. (type of shift)	When do you want to work?						

TOPIC: POST OFFICE

COMPETENCY: Address envelopes and packages

NUMBER: 10.1

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
		[WRITE OWN REFUGEE CENTER ADDRESS] [WRITE U.S. ADDRESS, e.g., Ms. Kathy Smith 70 Main Street Davis, Montana 86107] [WRITE APPROPRIATE TITLES i.e., Mr., Mrs., Miss, Ms.] AIRMAIL	[READ ABBREVIATIONS FOR KINDS OF STREETS, e.g., ST., RD., AVE.] C-D ONLY [READ ABBREVIATIONS FOR STATES, e.g. CA, NY, MA] BLVD.			Order of American addresses Position of addressee and return address on envelopes and packages	

TOPIC: POST OFFICE

COMPETENCY: Buy items in the post office

NUMBER: 10.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'd like to mail $\left\{\begin{matrix}\text{a}\\\text{some}\end{matrix}\right\}$ letter(s). I'd like to buy $\left\{\begin{matrix}\text{a}\\\text{some}\end{matrix}\right\}$ stamp(s). I'd like to send $\left\{\begin{matrix}\text{a}\\\text{some}\end{matrix}\right\}$ package(s).	Can I help you? Yes? That's $\underset{\text{(price)}}{\underline{\$3.65}}$.			$\left\{\begin{matrix}\text{Would like + NOUN}\\\text{Want + NOUN}\end{matrix}\right.$ $\left\{\begin{matrix}\text{a}\\\text{an}\\\emptyset\end{matrix}\right\}$ + NOUN			

TOPIC: POST OFFICE

COMPETENCY: Buy items in the post office

NUMBER: 10.2 (p.2)

LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I {need / want} 5 (no.) 31¢-stamps (type of stamp) I {need / want} 5 (no.) postcards. (postal supplies) 5 (no.)	How many do you {need / want}?						
I would like to send this to Laos (country). I want to send this to Laos (country).				{Would like to + VERB want to + VERB}			

TOPIC: POST OFFICE

COMPETENCY: Buy items in the post office

NUMBER: 10.2 (p.3)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is it to send this {airmail / surface mail} to Thailand? (location) How much does it cost to send this {airmail / surface mail} to Thailand? (location)	{It's $4.85 (price). / It costs $4.85 (price).}						
C-D Airmail. Surface mail.	Airmail or surface mail?						
I w t to ______. [illegible]ities)	Go to another counter, please. Go to another window, please.						

TOPIC: POST OFFICE

COMPETENCY: Locate different mail slots;
Locate places to mail things.

NUMBER: 10.3/10.4

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
			LOCAL OUT OF TOWN AIRMAIL				
			[C-D] FOREIGN DOMESTIC PARCELS				
((REFER TO MASTER LISTS: LOCATIONS OUTSIDE A BUILDING AND ORAL DIRECTIONS))							
			U.S. MAIL POST OFFICE				
			C-D [READ PICK-UP TIMES AND DAYS ON MAILBOX]				

TOPIC: POST OFFICE

COMPETENCY: Prepare a money order

NUMBER: 10.5 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATE
It's to Pat Smith. (name) It's for Pat Smith. (name) Pat Smith. (name)	Who's it to? Who's it for?		MONEY ORDER	Who...?		Describe money orders	
It's for $50. (amount of money) $50. (amount of money)	How much is it for? How much?			How much...?			

TOPIC: POST OFFICE

COMPETENCY: Prepare a money order

NUMBER: 10.5 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	Put your name and address here.	[WRITE OWN NAME AND ADDRESS]	FROM J. BROWN (name) 71 Main St. (address) Campbell, Ohio (address)	Commands			
	Sign here.	[SIGN OWN NAME]	SIGNATURE				
	Put the date here.	[WRITE DAY'S DATE]	DATE	Commands			
	Put the amount here.	[WRITE THE AMOUNT]	AMOUNT	Commands			
	Put the name and address here.	[WRITE PAYEE'S NAME]	TO Pat Smith (name) 6 Green St. (address) Boston, Mass. (address) PAYEE	Commands			

TOPIC: POST OFFICE

COMPETENCY: Notify post office of change of address

NUMBER: 10.6

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
May I have a change of address form? I need a change of address form.	Here you are.	[FILL OUT CHANGE OF ADDRESS FORM]	HOUSE NUMBER HOUSE NO. STREET ST. APARTMENT APT. CITY STATE ZIP CODE			Explain need for change of address form.	

TOPIC: POST OFFICE

COMPETENCY: Register mail; prepare customs and insurance documents; pick up mail; register as an alien and for the draft

NUMBER: 10.7-10.11

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I want to register this. (activity) insure this (activity) declare this for customs (activity).	OK. Fill out this form	[FILL OUT POSTAL FORMS e.g., registration insurance customs declaration]	REGISTERED MAIL CUSTOMS DECLARATION		form ACTIVITY insure register declare for customs		
Should I insure (activity) it? (It's) a ring (activity)?	What is it?						
I want to insure this. Yes, it's worth ______ (amount of money)	How much is it worth? Is it valuable? Insure it for ______ (amount of money) I don't think you need to insure it.						

TOPIC: HEALTH

COMPETENCY: Follow instructions about treatment

NUMBER: 11.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How many should I take?	You should take 3 (no.) aspirin (type of medicine). Take 3 (no.).			How many...? Modal(should)			
How much should I take ?	You should take 3 (no.) teaspoons (type of measurement) of cough medicine (type of medicine) a day. (frequency) Take 3 (no.) teaspoons (units of measurement) a day. (frequency) Take 3 (no.) teaspoons. (units of measurement)		[READ INSTRUCTIONS ON MEDICINE LABELS, e.g., Take 2 teaspoons 4 times a day] TEASPOON TSP TABLESPOON TBSP	How much...? Modal(should) TIME EXPRESSIONS e.g.,every 3 hours			

TOPIC: HEALTH

COMPETENCY: Follow instructions about treatment

NUMBER: 11.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
When should I take it?	You should take it {before / after / with} meals at bedtime. Take it {before / after / with} meals. Take it at bedtime.			When...? Modal(should) Prepositions with time (before/after)			
How often should I take it?	You should take it every 7 hours. (frequency) Take it every 7 hours. (frequency)			How often...? Modal(should) TIME EXPRESSIONS e.g., every 7 hours			

TOPIC: HEALTH

COMPETENCY: Follow instructions about treatment

NUMBER: 11.1 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How long should I take it?	You should take it for 2 (no.) days. (time period) Take it for 2 (no.) days. (time period)			How long...? Modal(should) TIME EXPRESSIONS e.g., for 2 days			
What should I do?	You should stay in bed. (activity) Stay in bed. (activity)			What...? Modal(should)			
			KEEP OUT OF REACH OF CHILDREN				
			C-D: DOSAGE				

TOPIC: HEALTH

COMPETENCY: Follow instructions during exam

NUMBER: 11.2

LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	[TEACHER GIVES COMMANDS (and demonstrates) AND Ss RESPOND APPROPRIATELY, e.g., Open your mouth. Say aaah. Take off your shirt. Breathe in. Hold your breath]			Commands			
C-D OK.	I need a {blood urine stool} sample.						

TOPIC: HEALTH

COMPETENCY: Buy medicine (prescription and non-prescription)

NUMBER: 11.3 (p.1)

LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LISTS: LOCATIONS OUTSIDE A BUILDING AND ORAL DIRECTIONS))			DRUGSTORE PHARMACY				
((REFER TO MASTER LISTS LOCATIONS INSIDE A BUILDING AND ORAL DIRECTIONS))			(AISLE) 7 (no.) PRESCRIPTION PHARMACIST				
Here's my prescription. Here.	OK. Please wait. OK. Come back in 30 minutes, (length of time) please.			Commands TIME EXPRESSIONS e.g., in 5 minutes (length of time)			

TOPIC: HEALTH

COMPETENCY: Buy medicine (prescription and non-prescription);
Buy items for personal hygiene

NUMBER: 11.3 (p.2)/11.4

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'd like to buy some aspirin. (type of medicine) I'd like some aspirin. (type of medicine) I want to buy some aspirin. (type of medicine) I want some aspirin (type of medicine)	That's $2.99. (price)			would like + NOUN want + NOUN			
	C-D		[READ NAMES OF MEDICINE]				
[USE LISTENING AND SPEAKING COLUMNS FOR 11.3 WITH THE EXCEPTION OF Here's my prescription.]			[READ NAMES OF PERSONAL HYGIENE ITEMS]				

TOPIC: TRANSPORTATION

COMPETENCY: Buy transportation services

NUMBER: 12.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Excuse me, do you have change? Excuse me, do you have change for a 5-dollar (bill) bill?	Yes, I do. Here. I'm sorry. I don't.		TICKETS	Do-question			
Transfer, please.	May I help you? Can I help you?						
I need 2 (no.) one-way tickets to Boston. (location) I need 2 (no.) round-trip tickets to Boston. (location) I need 3 (no.) tickets. I need 1 (no.) adult and 2 (no.) children.	May I help you? Can I help you?						

TOPIC: TRANSPORTATION

COMPETENCY: Buy transportation services

NUMBER: 12.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is a ticket? How much is a ticket to Boston. (location)	It's $38.75 (price). $38.75. (price			How much...?			
C-D ONLY							
How much is a one-way ticket? (type of ticket)	A one-way ticket (type of ticket) is $13.95 (price). $13.95 (price).						

TOPIC: TRANSPORTATION

COMPETENCY: Use transportation systems (e.g., by foot, on the bus, subway, train, plane)

NUMBER: 12.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Where does this bus (means of transportation) go?	It goes to New York (location) New York. (location)		EXIT	Where...?			
Does this bus (means of transportation) go to Chicago? (location)	Yes. Yes, it does. No. No, it doesn't. It goes to St. Louis. (location) No. It goes to St. Louis. (location)			Do question			

TOPIC: TRANSPORTATION

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

NUMBER: 12.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What time does the bus (means) leave? When does the bus (means) leave?	It leaves at 8:00. (time) It leaves on Tuesday. (day) 8:00. (time) Tuesday. (day)		[READ FLIGHT NO., BUS NO., TRAIN NO.]	What time...? When...?			
What time does it arrive? When does it arrive? What time does it arrive in Denver? (location) When does it arrive in Denver? (location)	It arrives at 9:40. (time) 9:40. (time)		A.M. P.M.	What time...? When...?			

TOPIC: TRANSPORTATION

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

NUMBER: 12.2 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What gate does the train leave (means) from?	It leaves from Gate 9. (no.) Gate 9. (no.) 9. (no.)		GATE (READ GATE NO.)	What...?			
Where do I transfer? Where do I get off?	Transfer here. Transfer at Pine St. (location) Transfer at the next stop. Get off here. Get off at Pine St. (location) Get off at the next stop.			Where...?			
I need a transfer. Transfer, please.	Here. Here you are.						
			WALK DON'T WALK				

TOPIC: TRANSPORTATION

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

NUMBER: 12.2 (p.4)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D Is there a bus (means) to Washington? (location)	Yes, there's one at 8:00. (time) Yes, there's one in 1 hour. (length of time) Yes, at 8:00. (time) Yes, in one hour. (length of time) No, not today. Sorry.		[READ DESTINATIONS] [READ SCHEDULES]				
Is it on time?	Yes, it is. No, it's late.						

TOPIC: TRANSPORTATION

COMPETENCY: Handle emergencies

NUMBER: 12.3 (p.1)

((TELEPHONE POSSIBLE = T))

	LANGUAGE AREAS						
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm lost. I'm lost. Please help me.	Where are you going?		INFORMATION POLICE				
(T)Please call a doctor an ambulance. I need a doctor an ambulance.							
I'm sick. (state of being)	Do you want me to call a doctor? an ambulance? Should I call a doctor? an ambulance?			Be + ADJECTIVE			
(T) Help! Police! There's an accident. Accident!				Exclamations			

TOPIC: TRANSPORTATION

COMPETENCY: Handle emergencies

NUMBER: 12.3 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I'm sick. (state of being) No. No, thanks. No, I'm OK.	Do you need help?						
(T) [STATE OWN NAME AND ADDRESS]	What's your name and address?						
(T) [STATE LOCATION]	Where did it happen? Where are you?						

TOPIC: TRANSPORTATION

COMPETENCY: Handle emergencies; give directions

NUMBER: 12.3 (p.3)/12.4 (p.1)

C-D

((T=TELEPHONE POSSIBLE))

LANGUAGE AREAS

SPEAKING C/D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
(T) This is an emergency.	Yes?						
(T) I want to report a robbery.	What is missing? What was stolen?						
(T) I want to report an accident.	Is anyone hurt? (state of being)						
(T) [STATE TIME]	When did it happen?						
Competency 12.4: Give Directions							
((REFER TO MASTER LIST: ORAL DIRECTIONS))							

TOPIC: TRANSPORTATION

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

NUMBER: 12.4 (p.2)

C/D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C/D ONLY How long does it take to go from Boston (location) to New York? (location)	It takes 4 hours. (length of time) 4 hours. (length of time)						
Please tell me where to get off.							
			ARRIVAL DEPARTURE ONE-WAY DO NOT ENTER				

TOPIC: EMPLOYMENT

COMPETENCY: Locate possible jobs, e.g., approach person at worksite, convey desire to work

NUMBER: 13.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm looking for work. I'm looking for a job. I want a job. I want work.	What kind of job are you looking for? What kind of work are you looking for? What kind of job do you want? What kind of work do you want?		HELP WANTED				
I'm looking for a job as a cook. (occupation) I'm looking for work as a cook. (occupation) I want a job as a cook. (occupation) I want work as a cook. (occupation) I'm looking for full-time work. (type of work)							
Where do you work?	I work at Bell's Bakery. (place of employment) Bell's Bakery. (place of employment)					Ask friends where they work	

TOPIC: EMPLOYMENT

COMPETENCY: Locate possible jobs, e.g., approach person at work site, make an appointment, convey desire to work

NUMBER: 13.1 (p.2)

C/D

LANGUAGE AREAS

SPEAKING C/D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I want to make an appointment. I want to apply for a job. I want to apply for a job as a baker. (occupation)	May I help you? Can I help you?		[READ JOB NOTICES AND WANT ADS]				
Do you have any openings? Do you have any openings for a cook? (occupation)	Yes, we do. Not now Check again next week / month / Monday (day) on the 1st. (no.) Check back later. Check back later this week / month Check back again later.						

TOPIC: EMPLOYMENT

COMPETENCY: Locate possible jobs

NUMBER: 13.1 (p.3)

C/D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D Are there any openings? Are there any openings for a cook? (occupation)	Maybe. I'm not sure. Yes. Come and apply. Yes. Why don't you come and apply? Yes.						

TOPIC: EMPLOYMENT

COMPETENCY: Give relevant information when applying for a job

NUMBER: 13.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 7.1, 7.2, 7.3, 1.1))		((REVIEW WRITING AND READING COLUMNS, 1.1, 7.1, 7.2, 7.3, 9.2//SEE MASTER LIST: FORM FILLING OUT))					
[SPELL OWN NAME]	How do you spell your name? Please spell your name.						
Yes. Yes, my number is ______. (no.)	Do you have a social security card?						
No, not yet. No, but here's my I-94. (type of ID) No, but I have an I-94. (type of ID)							

TOPIC: EMPLOYMENT

COMPETENCY: Give relevant information when applying for a job

NUMBER: 13.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, here's my ID. Yes, here's my I-94. (type of ID) Yes. I can work. Here's my ID.	Do you have permission to work? Are you allowed to work?						
It's ______. (no.) ______. (no.) I don't have a social security number yet. I have an I-94. (type of ID) I don't have one yet. I have an I-94. (type of ID)	What's your social security number?			Do negation			
I speak a little.	Do you speak English? How's your English?						

TOPIC: EMPLOYMENT

COMPETENCY: Give relevant information when applying for a job.

NUMBER: 13.2 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I can. No. No. but I can work afternoons. (time of day) No, but I can work 3 (time) to 11 (time). No, but I can work the day (type of shift) shift.	Can you work mornings? (time of day) Can you work from 8 (time) to 5 (time)? Can you work the evenings (type of shift) shift?						
I can start on Tuesday. I can start on the 21st. (date) I can start tomorrow. (time ex.) Tuesday. (day) Tomorrow. (time ex.) The 21st. (date)	When can you begin? When can you start?		When...? Can modal				

TOPIC: EMPLOYMENT

COMPETENCY: Give relevant information when applying for a job

NUMBER: 13.7 (p.4)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, I can. No. No, but I can start on Thursday. (day) No, but I can start on the 15th. (date) No, but I can start next month. (time expression)	Can you start on Monday? (day) Can you start on the 1st? (date) Can you start next week? (time expression)			Can modal			
C-D ONLY							
I was laid off. I want a better job This is my first job in the U.S.	Why did you leave your last job?						

TOPIC: EMPLOYMENT

COMPETENCY: Get information about a job

NUMBER: 13.3 (p.1)

			LANGUAGE AREAS				
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is the salary? How much is the pay? What's the pay?	(It's)$______ per hour. (money) (It's)$______ an hour. (money) (It's)$______ per day. (money) (It's)$______ a day (money) (It's)$______ per month. (money) (It's)$______ a year (money) (It's)$______ a month. (money) (It's)$______ per year. (money)						
What are the hours?	From 8 (time) to 5 (time) 8 (time) to 5 (time).				What....?		
	You start on Monday. (day) You start on the 10th. (date)						

TOPIC: EMPLOYMENT

COMPETENCY: Get information about job

NUMBER: 13.3 (p.2)

C/D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIAL
C/D ONLY How much vacation sick time overtime is there?	There is are 2 (no.) weeks 10 (no.) days a year.		[READ JOB NOTICES AND WANT ADS]				
When's payday?	It's on the 15th (date). The 15th (date).						
How many sick days vacation days holidays days off are there?	There are ___ (no.) sick days vacation days holidays days off a year. ___ (no.) sick days vacation days holidays days off						

TOPIC: EMPLOYMENT

COMPETENCY: Get information about a job

NUMBER: 13.3 (p.3)

C/D

LANGUAGE AREAS

SPEAKING C/D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
What are the benefits?	The benefits are ______. (benefits) They are ______. (benefits) ______. (benefits)						
Please tell me...							
When do I start?	You start on Monday. (day) You start on the 15th. (date)						

441

440

TOPIC: HOUSING

COMPETENCY: Get information about rent

NUMBER: 14.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is the rent? What's the rent?	It's $300 (price) per month. (length of time) It's $300 (price) a month. (length of time) $300 (price) per month. (length of time) $300 (price) a month. (length of time)		FOR RENT ________/MO. (price)				

TOPIC: HOUSING

COMPETENCY: Get information about costs, e.g., rent, utilities

NUMBER: 14.1 (p.2)

C/D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
When do I pay the rent?	The rent is due on on the 15th. (day) You pay the rent on the 15th. (day) On the 15th. (day)		[READ WANT ADS]				
Is there a deposit?	Yes, there is. No, there isn't.						
Are utilities included?	Yes, they are. No, they aren't.		UTILITIES INCL.				
Does the rent include utilities?	Yes, it does. No, it doesn't.						

TOPIC: HOUSING

COMPETENCY: Secure household repairs

NUMBER: 14.2 (p.1)

((T=TELEPHONE REPAIRS))

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
(T) May I speak to the landlord? May I speak to the manager? May I speak to the super-intendent?	Speaking. Just a moment, please. Sorry. S/he's not here.			May...?			
My roof. (problem) My shower leaks. (problem) My stove doesn't (problem) work. My plumbing is (problem) broken. I don't have electricity. (problem(missing))	What's the problem?						
Can you fix it? Can you fix it today?	Yes. No. No, not today.			Can modal			
When? When can you fix it?	I can fix it at 3:00. (time) I can fix it Saturday. (day At 3:00 Tuesday.			When...?			

TOPIC: HOUSING

COMPETENCY: Secure household repairs

NUMBER: 14.2 (p.2)

C/D

LANGUAGE AREAS

SPEAKING C/D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Can I borrow a wrench? (tool)	Of course. I'm sorry. I don't have one.						
			SUPERINTENDENT MANAGER				

TOPIC: HOUSING

COMPETENCY: Report emergencies, e.g., fire, burglary

NUMBER: 14.3 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 12.3))							
(T) Help! Fire! There's a fire! Robber! Thief! There's a robber! There's a thief! Police!				Exclamations			
My address is 48 Ash St. (address) 48 Ash St. (address)	What's the address? What's your address?						

TOPIC: HOUSING

COMPETENCY: Report emergencies, e.g., fire, burglary

NUMBER: 14.3 (p.2)

C/D

((T=TELEPHONE POSSIBLE))

LANGUAGE AREAS

SPEAKING C/D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
(T) I want to report {a fire a burglary}.	What's the address?		[READ EMERGENCY PHONE NOS., e.g., for fire, police, and ambulance]				
(T) Please send {a fire truck an ambulance a policeman} to 48 Ash St. (address) immediately!	Can I help you?						

TOPIC: HOUSING

COMPETENCY: Locate appropriate housing

NUMBER: 14.4 (p.1)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Are {pets children} allowed?	Yes, they are. No, they aren't		NO PETS NO CHILDREN				
When can I move in?	(You can move in) on ________. (date)						
Is {the apartment the house it} furnished?	Yes. it is. No, it isn't.		FURNISHED UNFURNISHED				
Is {the apartment the house it} furnished or unfurnished?	It's (furnished (unfurnished).						
Is there {(appliance) (furniture)} in ________? (room)	Yes, there is. No, there isn't.						
Is there a lease?	Yes, there is. It's for ________ (length of time) No, there isn't.		LEASE				
How long is the lease for?	(It's for) ________. (length of time)						

TOPIC: HOUSING

COMPETENCY: Locate appropriate housing (CONT'D)

NUMBER: 14.4 (p.2)

C/D

LANGUAGE AREAS							
SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Is there a ______ (place) nearby?	Yes, there is. No, there isn't.				PLACES: school church park playground bus stop market		

TOPIC: CLOTHING

COMPETENCY: Locate clothing

NUMBER: 15.1

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LIST: LOCATIONS INSIDE A BUILDING))					((REVIEW 2.1))		
Excuse me, where are dresses? (clothing) Excuse me, where can I find shoes? (clothing)	They're {on the 5th (no.) floor. in the basement. upstairs. downstairs.}		[READ FLOOR NOS. ON SIGNS] ELEVATOR EXIT SALE UP DOWN	Where...? Ø + NOUNS (plural)			
Excuse me, where is the shoe dept? (department)	C-D It's {on the 5th (no.) floor. in the basement, upstairs. downstairs.}		MEN'S DEPARTMENT WOMEN'S DEPARTMENT DEPT. [READ CLOTHING NAMES]				

TOPIC: CLOTHING

COMPETENCY: Select and pay for clothing, i.e., sizes, prices, color, style, fabric

NUMBER: 15.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How much is {this that} blouse? (clothing) How much are {these those} trousers? (clothing) How much is the blouse? How much are trousers?	It's $17.95. (price) They're $17.95. (price)		[READ PRICES] % OFF SALE C-D ONLY REDUCED SPECIAL	{this that} {these those} How much...?			
What size is it?	It's a {small medium large 12 (size no.)} {Small Medium Large 12 (size no.)}		[READ SIZE NUMBERS] XS, S, M, L, XL SMALL MEDIUM LARGE				

TOPIC: CLOTHING

COMPETENCY: Select and pay for clothing, i.e., sizes, prices, color, style, fabric

NUMBER: 15.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I {want wear} a {small medium large 12 (no.)} dress. (clothing)	What size do you want? What size do you wear?						
Do you have a blue (color) shirt (clothing) I need a blue (color) shirt. (clothing) I want a blue (color) shirt. (clothing) I'm looking for a blue (color) shirt. (clothing)	May I help you? Can I help you?			ADJECTIVE + NOUN {a an Ø} + NOUN			

TOPIC: CLOTHING

COMPETENCY: Select and pay for clothing, i.e., sizes, prices, color, fabric

NUMBER: 15.2 (p.3)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, it's OK. Yes, they're OK. No, it's {big small}. No, they're {big small}.	Does it fit? Do they fit?						
May I try {it them} on? May I try {this these} on? Can I try {it them} on? Can I try {this these} on?	Yes, here's the dressing room.			{this these}			

TOPIC: CLOTHING

COMPETENCY: Select and pay for clothing, i.e., prices, sizes color, style, fabric

NUMBER: 15.2 (p.4)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Do you have a small? (size) Do you have jeans? (clothing) Do you have green? (color)	Yes, we do. No, we don't.			Do questions			
Here's $5.00. (amount of money)	That's $4.40, $4.50, $4.75, $5.00. (counting change)						

TOPIC: CLOTHING

COMPETENCY: Select and pay for clothing, i.e., sizes, prices, color, style, fabric

NUMBER: 15.2 (p.5)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D Yes, it's OK. Yes, they're OK. No, it's too big (fit) for me. No, it's too big. (fit) No, they're too big (fit) for me. No, they're too big. (fit)	Does it fit? Do they fit?			too + ADJECTIVE			
Yes, {it is / they are} long (adjective) enough. No. {It isn't / They aren't} long (adjective) enough for me. Can I see {another one / some others}	{Is it / Are they} long (adjective) enough for you? {Is it / Are they} long (adjective) enough?						

TOPIC: CLOTHING

COMPETENCY: Select clothing, i.e., sizes, prices, color, style, fabric

C-D

NUMBER: 15.2 (p.6)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D Do you have a(n) cheaper one? (comparative adjective)				COMPARATIVE ADJECTIVES			
What's this material?	It's made of cotton. (material) Cotton. (material)						
How do I clean this blouse? (clothing)	You can {machine wash / wash / tumble dry} this. You have to {hand wash this / dry-clean this / wash this separately in cold water. / iron this.}		[READ CARE INSTRUCTIONS INCLUDING SYMBOLS, ON CLOTHING LABELS]				
Cash.	Is this cash or charge?	[SIGN OWN NAME ON CHARGE SLIP]	CREDIT CASH			Credit systems Finance charges.	

TOPIC: CLOTHING

COMPETENCY: Locate places to buy clothing

NUMBER: 15.3 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REFER TO MASTER LISTS: LOCATIONS OUTSIDE OF BUILDINGS AND ORAL DIRECTIONS)							
	We're {open / closed} It's {open / closed}		[READ SIGNS FOR STORE HOURS AND ABBREVIATIONS FOR DAYS] OPEN CLOSED A.M. P.M.				

TOPIC: CLOTHING

COMPETENCY: Locate places to buy clothing

NUMBER: 15.3 (p.2)

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
C-D What {time / day} is the store open? When is the store open?	It's open from 8:00 (time) to 5:00, (time) Monday (day) {to / through} Saturday. (day)			Prepositions: from, to, through			
What time do you {open / close} during the week? When do you {open / close} during the week?	We {open / close} at 8:00 (time).						
{Are you / Is it} open on the weekend? {Are you / Is it} open on Sunday? (day)	Yes, we are. Yes, it is. No, we aren't. No, it isn't.						

TOPIC: CLOTHING

COMPETENCY: Give and receive compliments about dress

NUMBER: 15.4

C-D

LANGUAGE AREAS

SPEAKING	**LISTENING**	**WRITING**	**READING (SIGHT WORDS)**	**GRAMMATICAL STRUCTURE FOCUS**	**MINIMAL VOCABULARY**	**CULTURE NOTES**	**MATERIALS**
What (a) nice (descriptive adjs) ________ (clothing). That's a pretty (descriptive adjs) ________ (clothing). I like your ________ (clothing).	Thank you. Thanks.				DESCRIPTIVE ADJECTIVES: pretty nice outstanding smashing beautiful wonderful great	When it's appropriate.	

476

477

TOPIC: CLOTHING

COMPETENCY: Care for clothing, e.g., hand/machine wash, dry, iron, dry-clea-

NUMBER: 15.5

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Where can I wash my_________? (clothing)	You wash {it / them} {at the laundromat / in my machine / in the laundry room}				laundromat laundry room.		
Is it OK to wash this?	Yes, {but by hand / but in cold water} No, dry clean only.		[READ CARE INSTRUCTIONS INCLUDING SYMBOLS, ON CLOTHING LABELS]		clean dirty wash dry		
((REFER TO MASTER LISTS: LOCATIONS IN/ OUTSIDE A BUILDING AND ORAL DIRECTIONS)			LAUNDROMAT LAUNDRY ROOM				
How do I use the washer?	Put_________here. (coins) Put in the soap and clothes.		[READ COIN SLOTS] [READ INSTRUCTIONS ON MACHINE]		washer soap coins dime quarter		
How do I use the dryer?	Put_________here. (coins) Put in your clothes.				dryer		
Do you have change for_________? (bill)	Yes, here. Sorry, I don't.						

TOPIC: BANKING

COMPETENCY: Cash a check or money order

NUMBER: 16.1

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Here. Here's my ___ (type of ID)	May I see your ID?		BANK OPEN CLOSED				
Yes. Yes, I have a driver's license (type of ID) No, sorry. I don't.	Do you have any identification?						
I'd like to cash a check. I'd like to cash a money order. I'd like to cash my pay check. I want to cash a check. I want to cash a money order. I want to cash my paycheck.	Can I help you? May I help you?			'd like want + INFINITIVE			
	Please sign here. Please sign it.	[SIGN OWN NAME]	C-D TELLER WAIT HERE NEXT TELLER				

TOPIC: BANKING

COMPETENCY: Locate a bank

NUMBER: 16.2 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((SEE MASTER LISTS: LOCATIONS OUTSIDE A BUILDING AND ORAL DIRECTIONS))			BANK				

TOPIC: BANKING

COMPETENCY: Locate a bank

NUMBER: 16.2 (p.2)

C/D

LANGUAGE AREAS

SPEAKING C/D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
When is the bank open? What time is the bank open?	The bank is open Monday (day) through Friday (day), from 9 (time) to 3 (time). It's open Monday (day) through Friday (day), from 9 (time) to 3 (time). Monday (day) through Friday (day), from 9 (time) to 3 (time).		OPEN CLOSED [READ SIGNS POSTED ON DOORS REGARDING HOURS]				
When does the bank {open / close}?	The bank {opens / closes} at ______ (time). It {opens / closes} at ______ (time). At ______ (time).						

TOPIC: BANKING

COMPETENCY: Buy a money order (B-C-D levels);

NUMBER: 16.3

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL. VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 10.2: Buy items in the post office.))							
((Review 10.5: Prepare a money order.))							

TOPIC: BANKING

COMPETENCY: Open an account, i.e., checking, savings

NUMBER: 16.4

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Checking. Savings.	Do you want to open a checking or savings account?				Account Checking Savings		
I want to open a {checking / savings} account.	OK. Please fill out this form. (bank form)	[FILL OUT FORM TO OPEN ACCOUNT] SIGN OWN NAME)	MOTHERS MAIDEN NAME		BANK FORMS application form deposit slip withdrawal slip signature card		
I want to deposit ____. (amount of money)	How much do you want to deposit?						

TOPIC: BANKING

COMPETENCY: Use a bank account

NUMBER: 16. 5

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'd like to {deposit withdraw} some money.	How much would you like to {deposit withdraw}?	[WRITE A CHECK]					
I'd like to {deposit withdraw} ______. (amt. of money)	Please fill out this form.	[FILL OUT A DEPOSIT SLIP] [FILL OUT A WITHDRAWAL SLIP]	DEPOSIT SLIP CURRENCY COIN TOTAL LESS CASH NET DEPOSIT				

TOPIC: FOOD

COMPETENCY: Order food, e.g., at a snack bar, reataurant, fast food place

B

NUMBER: 17.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes, I want a hamburger. (food) / orange juice. (beverage) Yes. I'd like a hamburger. (food) / orange juice. (beverage) No, just a minute please. No, not yet.	May I help you? Can I help you?		[READ FOODS AND BEVERAGES ON A MENU] [READ PRICES ON A MENU]	'd like / want + NOUN			
A salad, please. (food) Iced tea, please (beverage)	What would you like? What would you like {to eat / to drink / for dessert}? What do you want? What do you want {to eat / to drink / for dessert}?						

TOPIC: FOOD

COMPETENCY: Order food, e.g., at a snack bar, restaurant, fast food place

NUMBER: 17.1 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
No, thanks. Yes. I'd like ice-cream (food) coffee. (beverage) please. Yes. I want ice-cream (food) coffee. (beverage) please.	Anything else? Would you like anything else? Will there be anything else?				'd like want + NOUN		
May I have the check, please? Check, please.	Just a moment.		READ TOTAL AND ITEM PRICES ON A CHECK				

TOPIC: FOOD

COMPETENCY: Order food, e.g., at a snack bar, restaurant, fast food place

NUMBER: 17.1 (p.3)

C-D

LANGUAGE AREAS

SPEAKING C-D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Yes. Yes, could you bring the check, please? No, I'd like dessert, please. (food) No, I'd like coffee, please. (beverage)	Are you finished?						

496

497

TOPIC: FOOD

COMPETENCY: Act appropriately as a guest/host

NUMBER: 17.2 (p.1)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Can you come for dinner? (meal) Please come for dinner. (meal)	Yes, thank you. Thank you. No, I'm sorry. No, I'm sorry. I can't. I'm sorry. I can't.						
Please come in. Please sit down	Thanks.			Commands			
Would you like cake (food)? Would you like tea? (beverage)	Yes, please. No, thanks.			Would question			
Thank you.	This is delicious. This is very good.			This is + ADJ			

TOPIC: FOOD

COMPETENCY: Act appropriately as a guest/host

NUMBER: 17.2 (p.2)

C-D

LANGUAGE AREAS

SPEAKING C-D	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
Would you like to ↔ come to my house for lunch? (meal) Would you like to come for lunch? (meal)	Yes, that would be fine. That's very nice of you. Thanks for inviting me. Sure.		[READ INVITATION, e.g., time, date, place, address, and RSVP]				
How about some salad? (food) How about some coffee ? (beverage)	Not right now, thanks. Maybe later.						
[DESCRIBE METHODS OF PREP]	How did you make it?						
Sure!	Can I have the recipe?						

TOPIC: FOOD

COMPETENCY: Store food properly

NUMBER: 17.3

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How do I store this ______? (food)	In {the refrigerator / the freezer} You don't have to freeze it. Put it in the refrigerator after you have opened it. Keep it in a cool dry place.		[READ STORAGE DIRECTIONS] EXPIRATION DATE		refrigerator freezer	storage	

502

503

TOPIC: FOOD

COMPETENCY: Prepare food

NUMBER: 17.4

C-D

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
How do you make this? How do you cook this?	You ________ it (method of prep) for ________ (no.) (minutes) (hours) Follow the directions on the package. {First / Then / Next / Last} you ________ (method).		[READ DIRECTIONS WRITTEN ON PACKAGE]		METHODS OF PREP: Boil Broil Fry Steam Bake Barbeque Stir Mix Chop Cut Dice Chill		
What are the ingredients?	________ (ingredients)				INGREDIENTS flour, sugar salt, eggs		
{How much / How many} ________ (ingredient) do you need?	2 (no.) cups of (measurement) sugar (ingredient).				MEASUREMENTS cup, pint, quart, teaspoon, tablespoon, dash, ½, ¼		
How long do you ________ (method) it?	(You ________ (method) it) for ________ (length of time).						

TOPIC: EMPLOYMENT

COMPETENCY: Follow instructions on the job

NUMBER: 18.1

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
((REVIEW 1.7, 1.9))							
	((T GIVES POSITIVE AND NEGATIVE COMMANDS WHICH Ss RESPOND TO PHYSICALLY))			Commands		How instructions are given is determined by the kind of job. To prepare Ss for entry-level jobs, Ts should give oral directions at the same time they demonstrate.	
	Please ________ (activity).						
			[READ SIGNS ON THE JOB]				
C-D What do you want me to do {first / last / after that}?	________ (activity) {first / next / after this} ________ (activity)						

TOPIC: EMPLOYMENT

COMPETENCY: Report sickness, absence, mistakes, lateness

NUMBER: 18.2 (p.1)

((T=TELEPHONE))

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
(T) May I speak to Mr Jones? (supervisor's name)	Speaking. Just a moment.			May question		+ valid excuses + calling ahead of time if sick + asking ahead of time if appointment	
(T) I'm going to be late. I'll be in at 11:00 (time). I'm going to be late. I'm sick. I can't come to work. I'll be in on Thursday (day).					Can. Going to- FUTURE		
(T) Please tell him... Please tell her...	Sorry, s/he's not here.						
I'm sick. Can I go home? (place) I'm sick. May I go home? (place)	What's the matter?						

TOPIC: EMPLOYMENT

COMPETENCY: Report sickness, lateness, absence, mistakes

NUMBER: 18.2 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I have a doctor's appointment on Tuesday (day) at 3:00 (hour).				Have + NOUN			
I'm sorry. I'm late.							
I think I made a mistake.							

TOPIC: EMPLOYMENT

COMPETENCY: Converse with co-workers, e.g., about family, recreation, weather, traffic, news

NUMBER: 18.3 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
She ____ is a (pronoun) teacher . (occupation) She teaches. (pronoun (duties) My sister is (relative) a teacher. (occupation) My sister teaches. relative) (duties)	What does your sister do? (relative)			PRONOUNS			
I'm going to play cards. (activity) Play cards. (activity)	What are you going to do this weekend? What are you going to do tonight? What are you going to do tomorrow? What are you going to do Saturday ? (day)			Going to FUTURE			
Great, thanks. (adj.)	How was your weekend?			How...? PAST TENSE			

TOPIC: EMPLOYMENT

COMPETENCY: Converse with co-workers, e.g., about family recreation, the weather, traffic, news

B

NUMBER: 18.3 (p.2)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I played football. (activity) Played football. (activity)	What did you do this weekend? What did you do last weekend?			What...? PAST TENSE			
Yes. Yes, I do. No. No, but I like to hike. (activity) No, I don't.	Do you like swimming?			Do...?			
Yes!	Isn't the weather awful? (adj.)						

TOPIC: EMPLOYMENT

COMPETENCY: Converse with co-workers

NUMBER: 18.3 (p.3)

C/D

LANGUAGE AREAS

SPEAKING C/D	**LISTENING**	**WRITING**	**READING (SIGHT WORDS)**	**GRAMMATICAL STRUCTURE FOCUS**	**MINIMAL VOCABULARY**	**CULTURE NOTES**	**MATERIALS**
I'm hiking. (activity)	What are you doing tonight? What are you doing tomorrow? What are you doing this weekend? What are you doing on Sunday? (day)						
	Do you swim? Do you like to swim?						

516

517

TOPIC: TRANSIT FROM SEA TO US

COMPETENCY: Handle emergencies, e.g., being lost, not being met, getting sick

B

NUMBER: 19.1 (p.1)

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
S/he lives in Boston. (place) S/he lives at 48 Ash St. (address)	Where does s/he live?						
I'm going to St. Louis, (city), Missouri (state) St. Louis, Missouri (city, state)							
My flight's 713. (no.) It's 713 (no.) 713. (no.)	What's your flight number?						
My gate's 2B (no.) It's 2B. (no.) 2B. (no.)	What's your gate number?		GATE [READ GATE NUMBER]				

TOPIC: TRANSIT PROCESS FROM SEA TO US

COMPETENCY: Handle emergencies

NUMBER: 19.1 (p.2)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm lost. I'm lost. Please help me. Excuse me, I'm lost.	Where are you going?		INFORMATION POLICE				
Can you help me make a telephone call? Can you help me call my sponsor?				Can modal			
My sponsor's name is Jane Johnson. (name) His/Her name is Pat Smith. (name) Pat Smith. (name)	Who's your sponsor?						
His/Her phone number is 392-4000. (no.) It's 392-4000. (no.) 392-4000. (no.)	What's his/her phone number?						

TOPIC: TRANSIT PROCESS FROM SEA TO US

COMPETENCY: Handle emergencies

NUMBER: 19.1 (p.3)

B

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
I'm leaving at 3:00 . (time) I'm leaving on Tuesday. (day)	When are you leaving?						
Can you help me? Excuse me...	Sure, what's the problem?			Can...?			
Where is Gate No. 10 ? (no.)	((REFER TO MASTER LISTS: LOCATIONS INSIDE A BUILDING AND ORAL DIRECTIONS))			Where...?			
			C-D TRAVELLER'S AID				

TOPIC: TRANSIT PROCESS FROM SEA TO US

COMPETENCY: Act appropriately on the plane

NUMBER: 19.2

LANGUAGE AREAS

SPEAKING	LISTENING	WRITING	READING (SIGHT WORDS)	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY	CULTURE NOTES	MATERIALS
	No smoking. Fasten your seat belt. Show me your ticket.		[READ SIGNS ON THE AIRCRAFT i.e., No smoking, Fasten seat belt]	Commands			
Coffee, please. (beverage)	What would you like to drink?						
Yes, please. No, thank you.	Coffee? (beverage)						
Where's the toilet? Where's the restroom?	((REFER TO MASTER LISTS: LOCATIONS INSIDE A BUILDING AND ORAL DIRECTIONS))			Where...?			
I'm sick. I feel sick.						+ airsick bag	
	Put your seat upright. Remain seated. Show me your boarding pass.	C-D	[READ SIGNS ON AIRCRAFT, i.e., vacant occupied Seat C14 (no.) Lock Open Throw paper here.]				

MASTER LIST

526

MASTER LIST: PERSONAL IDENTIFICATIO

NUMBER .1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULAR
My name is Pat Smith. (name) I'm Pat Smith. (name) Pat Smith. (name)	What's your name?	[READ OWN NAME]			
My {first / last} name is ______ Pat. (first name)	What's your {first / last} name?				
Yes, it is. No, it isn't. My name is Lou. (name) No, it isn't. It's Lou. (name)	Is your name Pat? (name)				
[SPELL OWN NAME]	Please, how do you spell your name? Please, can you spell your name? Spell it. How do you spell that? How do you spell it? Can you spell it? Can you spell it?				
It's 670284. (ID number)	What's your, ID number?				
I'm from Laos. (country) I come from Laos. (country) Laos. (country)	Where are you from? Where do you come from?				

528

527

MASTER LIST: PERSONAL IDENTIFICATION

NUMBER p.2

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
I'm 19. (number of years)	How old are you?				
I was born on Sept 10, (MO DAY) 1947 (YR)	When were you born?				
Yes, I am. No, I'm not. I'm married.	Are you single?				
I speak Lao and Thai. (language(s)) Lao and Thai. (language(s))	What language do you speak? What languages do you speak?				
Yes, I do. No, I don't. No, I don't; I speak Vietnamese. (language)	Do you speak Hmong? (language)				
My address C3Q2B1. (address) It's C3 Q2 Bl. (address) C3 Q2 Bl. (address)	What's your address?				

MASTER LIST: PERSONAL IDENTIFICATION NUMBER p.3

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
I live at C3Q2B1 . (address) C3Q2B1 . (address) I live in Thailand. (country) I live in Loei. (province or state) I live in Pakchom. (city) I live on 3rd St. (street) I live at 815 No. Eye. (house, number, street)	Where do you live?				
I was born in Saigon, (city or town) Vietnam . (country) In Saigon, Vietnam city or town (country)	Where were you born?				
I'm from Pakchom. (city) Loei. (province) Thailand. (country) From Pakchom. (city) Loei. (province) Thailand. (country)	Where are you from?				

MASTER LIST: PERSONAL IDENTIFICATION NUMBER p.4

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
I'm from Pakchom. (city) Loei. (province) Thailand. (country) From Pakchom. (city) Loei. (province) Thailand. (country)	What city province country are you from?				
I'm Miss . (title) Neither, I'm Ms. . (title)	Are you Miss or Mrs.?				
I'm Ms. Walker . (title) (last name)	Who are you?				
My job occupation is teacher. (occupation	What's your job occupation?				
I'm a/(an) teacher. (occupation)	What do you do? What work do you do?				

MASTER LIST: PERSONAL IDENTIFICATION NUMBER p.5

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
Yes, I do. I'm a/(an) teacher. (occupation) No, I don't.	Do you work?				
Yes, I'm a/(an) teacher. (occupation) No, I'm not working yet.	Are you working now?				
	C-D ONLY				
My {middle / maiden} name is ____. (name) It's ____ (maiden/middle name) Marie. (middle name) Corey. (maiden name)	What's your {middle / maiden} name?				
My native country is Cambodia. (country) It's Cambodia. (country)	What's your native country?				

535

536

MASTER LIST: PERSONAL IDENTIFICATION

NUMBER p.6

C/D ONLY

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
My nationality is Vietnamese. (nationality) It's Vietnamese. (nationality)	What's your nationality?				
My birthday is Sept. 10th. MO DAY It's Sept. 10th. MO DAY	When is your birthday?				
I'm single. I'm married. Neither, I'm divorced. (marital status)	Are you single or married?				
I speak 3 languages. (no.)	How many languages do you speak? How many languages can you speak?				
My first language is Lao. (language) My native language is Lao. (language) It's Lao. (language)	What's your first language? What's your native language?				
I'm Hmong. (ethnic background)	What's your ethnic background?				

MASTER LIST: PERSONAL IDENTIFICATION NUMBER p.7

C-D ONLY

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
I speak Khmer. (language) Khmer. (language) I speak both. Both. I don't speak either. I speak Lao. (language) Neither. I speak Lao. (language)	Do you speak Khmer (language) or Vietnamese? (language)				
My birthplace is Viet Nam. (country) It's Viet Nam. (country)	What's your birthplace?				

MASTER LIST: FORM FILLING OUT NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
Pat Smith. (name)	What's your name? Name?	NAME	[PRINT OWN NAME]		
My {first / last} name is ____ Pat (first name) Smith (last name)	What's your {first / last} name? First name? Last name?	FIRST LAST	[PRINT OWN FIRST, LAST NAME]		
	Sign here.	SIGNATURE X______________.	[SIGN OWN NAME]		
[Spell own name]	Please, how do you spell that? Can you spell that? Spell it.				
It's 603821 . (number) 603821. (number)	What's your I.D. number?	IDENTIFICATION NUMBER	[WRITE OWN ID NUMBER]		
I'm from Laos . (country) Laos . (country)	Where are you from? What country are you from? Country?	COUNTRY	[PRINT NAME OF OWN COUNTRY]		
I'm 19 . (no. of yrs.) 19. (number of years)	What's your age? How old are you? AGE?	AGE	[WRITE OWN AGE]		

MASTER LIST: FORM FILLING OUT NUMBER p.2

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
It's 9 10 47 . MO DAY YR 9 10 47. MO DAY YR	What's your birthdate? What's your date of birth? Birthdate?	BIRTHDATE DATE OF BIRTH	[PRINT OWN BIRTHDATE]		
I'm single (marital status) Single. (marital status)	What's your marital status? Married? Single?	MARITAL STATUS MARRIED SINGLE	[PRINT OWN MARITAL STATUS]		
I speak Vietnamese. (language) Vietnamese. (language)	What language(s) do you speak?	LANGUAGE	[PRINT OWN LANGUAGE]		
It's ____________. (address) ____________. (address)	What's your address? Address?	ADDRESS			
It's Laos . (birthplace) Laos. (birthplace)	What's your birthplace? Place of birth?	BIRTHPLACE	[PRINT OWN BIRTHPLACE]		
		MISS MRS. MR. MS.	[INDICATE OWN TITLE BY CIRCLING CHECKING, UNDERLINING]		
		Circle Check	[PRINT OWN TITLE]		

MASTER LIST: FORM FILLING OUT NUMBER p.3

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
		SEX MALE FEMALE M F	[PRINT OWN SEX] [INDICATE OWN SEX BY CIRCLING, CHECKING, CROSSING OUT, OR UNDERLINING]		
I'm a(n) carpenter . (occupation) Carpenter. (occupation)	What's your occupation? Occupation?	OCCUPATION	[WRITE NAME OF OWN OCCUPATION]		

MASTER LIST: FORM FILLING OUT NUMBER p.4

C/D ONLY

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
It's Chua. (maiden/middle/name) Chua. (maiden/middle/name)	What's your {middle / maiden} name?	MAIDEN MIDDLE	[PRINT OWN MAIDEN, MIDDLE NAME]		
It's Laos. (country) Laos. (country)	What's your country of origin? Country of origin?	COUNTRY OF ORIGIN	[PRINT COUNTRY OF ORIGIN]		
I'm Hmong. (ethnic background)	What's your ethnic background? Ethnic background?	ETHNIC BACKGROUND	[PRINT OWN ETHNIC BACKGROUND]		
I'm Laotian. (nationality) Laotian. (nationality)	What's your nationaity? Nationality?	NATIONALITY	[PRINT OWN NATIONALITY]		
I'm single. (marital status) Single. (marital status)	What's your marital status?	SEPARATED WIDOWED DIVORCED	[PRINT OWN MARITAL STATUS]		
I completed 10th grade. (grade completed) I graduated from high school. (school attended)	What's your educational background?	EDUCATIONAL BACKGROUND YEAR COMPLETED SCHOOLS ATTENDED	[PRINT OWN EDUCATIONAL BACKGROUND] [Circle year completed]		

MASTER LIST: FORM FILLING OUT

NUMBER D.5

C/D ONLY

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
I was a teacher. (past occupation)	What is your previous work experience?	PREVIOUS WORK EXPERIENCE			
I taught 4th grade. (duties)	What were your duties?	DUTIES PERFORMED			
My skills are teaching, (skill) sewing, (skill) and gardening . (skill)	What skills do you have?	SKILLS REQUIRED			

549

550

MASTER LIST: IDENTIFY AND DESCRIBE OTHERS NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
$\left\{\begin{matrix}\text{This is}\\ \text{That's}\end{matrix}\right\}$ my ____________. (relation)	Who's $\left\{\begin{matrix}\text{this}\\ \text{that}\end{matrix}\right\}$?				

Note: for all competencies using the pronouns I or me substitute he, she, they, we, or him, her, them, us.
Example: What's her occupation?
She's a ____________.
(occupation)

For all competencies using the possessive pronouns my , substitute his, her, their, our, where appropriate.
Example: What's wrong?
His arm hurts.

MASTER LIST: TELLING TIME

NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
What time is it?	It's 8:30. (time)	[READ 1-60] [READ DIGITAL TIME] [READ CLOCK FACE]		What...?	
Today is Monday. (day) Monday. (day)	What's today?	[READ DAYS OF THE WEEK AND THEIR ABBREVIATIONS]		What...?	DAYS OF THE WEE Monday Tuesday Wednesday Thursday Friday Saturday Sunday
Yesterday was Thursday. (day) Thursday. (day)	What day was yesterday?			What...?	
Tomorrow is Sunday. (day) Sunday. (day)	What day is tomorrow?			What...?	

MASTER LIST: TELLING TIME

NUMBER p.2

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
Today is July 30, 1981. (date) It's July 30, 1981. (date) July 30, 1981. (date)	What's the date? What's the date today?	[READ YEARS] [READ MONTHS] [READ 1-31] [READ DATES AS NUMBERS, e.g., 7-30-81]	[WRITE THE DAY'S DATE e.g., July 30, 1981, or 7-30-81]	What...?	
C/D ONLY Do you have the time? Could you {give / tell} me the time, please?	Yes, it's 8:30 . (time) Yes, 8:30 . (time) No, I don't have a watch.				

MASTER LIST: LOCATIONS OUTSIDE A BUILDING

NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
Where's the bank? (place)	Here. There. Over there. On the {right left} On the corner. On Ash Street. (street name) At 24 Ash Street. (no.) (street name) {Near Beside Next to Across from Opposite} the school. (building) Between the School and (building) the Post Office. (building) I'm sorry. I don't know.				

MASTER LIST: LOCATIONS OUTSIDE A BUILDING NUMBER p.2

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
Is it near close ? far Is the bank (place) near close ? far	Yes. Yes, it is. No. No, it isn't.				
Do you know where the bank (place) is? Can you tell me where the bank (place) is?	C/D ONLY On Ash Street (st. name) between 1st (st. name) and 2nd. (st. name) On the corner of Ash (st. name) and Elm (st. name). In front of Behind the post office. (building) In back of				

MASTER LIST: LOCATIONS OUTSIDE A BUILDING

NUMBER p.3

C/D ONLY

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
	The 2nd (no.) building from the corner. / up the street. / down the street. In the middle of this / the next block.				
Is the bank (place) far?	Yes, it's more than 5 miles (Distance/Time) from here. / Yes. No, it's less than 2 minutes (Distance/Time) from here. / No.				

MASTER LIST: LOCATIONS OUTSIDE A BUILDING NUMBER p.4

C/D ONLY

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
Is the bank {near close}?	{Yes, it's less than 2 minutes from here. (distance/ time) Yes. {No, it's more than 5 miles from here. (distance/ time) No.				
{How far is the bank (place) from here? How far is the bank? (place)	It's about {5 minutes (no.) 4 miles (no.) 6 blocks. (no.)}				
{Is there a bank near (place) here? Is there a bank nearby? (place) Is there a bank close (place) by? 563	Yes. No.			564	

MASTER LIST: LOCATIONS INSIDE A BUILDING NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
((REFER TO MASTER LIST: LOCATIONS OUTSIDE A BUILDING))					
Where's the office? (place)	Here. There. Over there. Near the elevator. (place) On the {right / left} Upstairs. Downstairs. {Next to / Beside} the elevator. (place) {Across from / Opposite} the stairs. (place)				
{Do you know where the office is? (place) / Can you tell me where the office is? (place)}	Above the storeroom. (place) {Below / Under} the dining room. (place) In the {front / back}. In the {front / back} of the reception area. (place)	C/D Only			

MASTER LIST: ORAL DIRECTIONS NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
How can I go to $\underset{\text{(place)}}{\underline{\text{the zoo}}}$? How can I get to $\underset{\text{(place)}}{\underline{\text{the zoo}}}$? How do I go to $\underset{\text{(place)}}{\underline{\text{the zoo}}}$? How do I get to $\underset{\text{(place)}}{\underline{\text{the zoo}}}$?	Go straight. Go straight ahead. Turn $\left\{\begin{matrix}\text{left}\\\text{right}\end{matrix}\right\}$. Turn $\left\{\begin{matrix}\text{left}\\\text{right}\end{matrix}\right\}$ at $\underset{\text{(place)}}{\underline{\text{the corner}}}$. Go $\underset{\text{(no.)}}{\underline{\text{3}}}$ blocks. Go $\underset{\text{(no.)}}{\underline{\text{3}}}$ blocks to $\underset{\text{(place)}}{\underline{\text{Ash Street}}}$. I'm sorry. I don't know.				
C/D ONLY					
Do you know how to $\left\{\begin{matrix}\text{go}\\\text{get}\end{matrix}\right\}$ to $\underset{\text{(place)}}{\underline{\text{the zoo}}}$? Can you tell me how to $\left\{\begin{matrix}\text{go}\\\text{get}\end{matrix}\right\}$ to $\underset{\text{(place)}}{\underline{\text{the zoo}}}$?	Turn around.				

568

MASTER LIST: CLARIFICATION

NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
Do you mean X?	Yes, I mean X. No, I mean Y.			Do...?	
Do you mean X or Y? Do you mean X or do you mean Y?	I mean X. I mean Y. I mean both. X. Y. Both. Neither, I mean Z.			Do...? either/or questions	
What do you mean by X?	I mean ABC.				
X or Y?	X. Y. Both. Neither. Z.			Or question	
What do you mean by X?	I mean X.			What...?	
What does X mean?	X means Y. Y.				
Pick [illegible] what?	Pick up your pen. (classroom object) Your pen. (classroom object)				

MASTER LIST: CLARIFICATION

NUMBER p.2

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
X?	Pick up your X. X.				
Go where?	Go to the office. (place To the office. (place)				
Ask who?	Ask him. (person) Him. (person)				
Which hand?	Raise your right hand. Your right hand.				
Do what?	Write. (action) Write. (action)				

MASTER LIST: CLARIFICATION NUMBER p.3

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
Don't do what?	Don't write. (action) Don't write. (action)				
When?	Take a break. Now. (time)				
Who? What? When? Where? Why? How? How often? Whose? How long? For how long? How many? How much?					

MASTER LIST: MONEY MASTER LIST NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
What's this called?	______. (coin) It's called a nickel. (coin) It's a ______. (coin)	(RECOGNIZE $ and ¢ symbols)			COINS: penny/cent nickel dime quarter half-dollar two-dollar
How much is it? How much is it worth? How much is this? How much is this worth?	5¢ (coin) It's 5¢ (amount) It's worth 5¢ (amount)				
How many cents (name of coin) in $1.00 ? (coin or dollar)	100 . (amount) There are 100 cents in (amount) $1.00. (coin or dollar)				
How much is this? How much does this cost?	99¢ (price) It's 99¢ (price) It costs 99¢. (price)				
How much is that? How much does that cost?	99¢ (price) It's 99¢ (price) It costs 99¢ (price)				

MASTER LIST: MONEY MASTER LIST

NUMBER p.2

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
How much are those? How much do those cost?	$5.00 . (price) They're $5.00 . (price) They cost $5.00. (price)				
How much is the price? What is the price? What was the price?	$.03 (price) It's $.03 . (price) The price is $.03 . (price)				
Here's $4.99. (exact price)	That's $4.99 . (price)				
Here's $5.00). (bill) Here's a 5 . (bill)	That's $4.99 . (price)				
Here's $5.00. Do you (bill) have change? Do you have change for $5? Can you cash a $5 ? (bill)	Yes, here it is. Yes, how do you want it? No, I'm sorry.				BILLS: $5 $10 $20 $100

MASTER LIST: MONEY MASTER LIST NUMBER p.3

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
I need change. I need coins. I need some coins. Can you give me 2____ (amt.) dimes and a nickel ? (coins) (amt.)(coin) Can you give me a____ (amt.) 10 and 2 (bill) (bill) 5 (s) ? (bill)	Here. I'm sorry, I don't have change.				
Excuse me, this change is not correct. Excuse me, I think I gave you a 5____. (bill)					

MASTER LIST: TELEPHONE MASTER LIST

NUMBER p.1

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
GENERAL PHONE CALLING: Hello. This is ______. (name) Is ______ there? (person calling) Yes, my number is ______. (tele.number) Yes, have {him / her} call me ______, please. (time)	Hello? Yes, just a moment. No, can I take a message? No, can you call back later? (time)				Time: later tomorrow sometime late today at 4:00 (hour) on Tuesday (day) in 5 minutes (minutes or hours) next week next month
EMERGENCIES: Help! My address is ______. (address) Fire! My address is ______. (address) Police! My address is ______. (address) Ambulance! My address is ______. (address)	What's your name? Please repeat. Speak slowly. How do you spell that? What's your telephone number? Where do you live? What's your address?				

MASTER LIST: TELEPHONE MASTER LIST NUMBER p.2

B

SPEAKING	LISTENING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	MINIMAL VOCABULARY
CALLING IN SICK or LATE: Hello. This is ____. (name) Is ____ (supervisor) there? Could you tell ____ (supervisor) I'm sick? Could you tell ____ (supervisor) I'll be late? Could you tell ____ (supervisor) I'll be in ____ (time)	Hello? What's the problem?				**TIME:** later tomorrow sometime later today at ____ (hour) on ____ (day) in ____ (minutes or hours) next week next month
MAKE AN APPOINTMENT: Hello, this is ____. (name) I'd like to make an appointment for ____. (date)	Hello? OK. Sorry, we're full. Could you come on ____? (date) Sorry, we're full. The earliest the doctor could see you is ____. (title) (date)				

ASSESSMENT INSTRUMENTS

ASSESSMENT INSTRUMENTS

Placement Evaluation

The Placement Evaluation was developed by the Southeast Asia Regional Service Center, Center for Applied Linguistics at the request of the Intensive ESL and Cultural Orientation Program in Southeast Asia.

It was designed to aid the program in placing students into homogeneous ESL classes based on the students' literacy skills and English language abilities. Included in it are two optional components that assess a student's knowledge of Arabic numerals and simple arithmetic, should this information be needed. The Placement Evaluation was designed to be flexible so that various sites could adapt it to their needs. This is exactly what they have done.

The Placement Evaluation includes an envelope in which there are four color-coded cards containing the evaluation components for each student being tested. Printed on the back of the envelope is a record-keeping form called the PLACEMENT EVALUATION RECORD. It is here that the testor records the information obtained from giving the evaluation component. In addition to the evaluation, there is a pamphlet of Placement Evaluation Directions which gives in detail directions for administering and scoring. The pamphlet and an envelope containing eight cards (a copy of all of the various forms of the different sections described below) are to be found in the pocket on the inside front cover of this volume. The envelope and cards are actual samples of the evaluation.

The contents of the envelope included herein are as follows:

WHITE CARD	Literacy Evaluation: Directions and questions written in each of the following: Chinese, French, Hmong, Khmer, Lao, Thai, Vietnamese
CREAM CARD	Reading/Writing Evaluation Form I Roman Alphabet Evaluation Arithmetic Evaluation Arabic Numerals Evaluation
GREEN CARDS	Reading/Writing Evaluation Form II: Only those students who have filled out nine or more items correctly on Form I do this card. For variety there are two versions equal in difficulty: Version II-A Snake; Version II-Elephant.
BLUE CARDS	Oral Evaluation Forms I, II, III, IV: an evaluation of a student's ability to speak English. For variety there are four equally difficult forms.
PLACEMENT EVALUATION DIRECTIONS	Pamphlet

The Placement Evaluation is based on a cumulative point system: In general, the more points a student gets, the better his language facility. Some of the components, however, are not part of the point system; they should only be used to obtain information. These are identified in the Placement Evaluation Directions.

Users of the Placement Evaluation not only have the option of administering only those components they consider useful, but can also modify the point system and/or alter the sequencing of the components to suit their needs.

ESL Proficiency Test

The ESL Proficiency Test is a competency-based proficiency test that was developed to measure the English proficiency of participants in the Intensive ESL and Cultural Orientation Program in Southeast Asia. It incorporates as much as possible the material covered in the Southeast Asia Regional ESL Curriculum. It is administered to a random sample of the participants.

The test consists of two sections, a Core Section and a Reading/Writing Section. The Core Section tests listening comprehension, speaking, and recognition of basic sight words and symbols. The Reading/Writing Section consists of simple writing tasks and several elementary level reading tasks.

A Cultural Orientation Achievement Test is administered along with the ESL test. Because of the nature of the testing program, both the ESL test and the CO test are administered and controlled under secure conditions, and therefore sample copies of the tests are not available for distribution.